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ABSTRACT

One hundred references are included in the annotated bibliography dealing with the education and training of both teachers and other professionals who are concerned with exceptional children, both handicapped and gifted. Entries include texts, journal articles, research reports, and other literature. The bibliography, which contains bibliographic data, availability information, indexing and retrieval descriptors, and abstracts for all entries, is one in a series of over 50 similar compilations related to exceptional children. Author and subject indexes are provided. References were selected from Exceptional Child Education Abstracts. (KW)

EC033020

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PROFESSIONAL EDUCATION

A Selective Bibliography

February 1971

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The Council for Exceptional Children
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Arlington, Virginia 22202

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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EC 033 020

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ABSTRACTS

ABSTRACT 10066

EC 01 0066 ED 011 165
Publ. Date 66 96p.
Lord, Francis E.
The Doctorate in Special Education.
California State Coll., Los Angeles, Dept. of Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; professional education; graduate study; universities; doctoral degrees; professional standards; interviews; program descriptions

Doctoral programs in special education were studied in 14 universities and colleges which received federal support for doctoral study in at least three areas of special education. Data were collected through (1) review of graduate bulletins and other published materials about programs, (2) interviews with doctoral advisors and advisees in each program, and (3) site visits to six of the larger programs. The structure and requirements of the programs were analyzed and described in detail. A section for discussion and interpretation allowed special comments about several general features of doctoral study. Professional literature and professional standards were reviewed and summarized where appropriate. Also included are references, samples of the interview sheets, and summaries of the doctoral requirements for each of th 14 universities. (DF)

ABSTRACT 10077

EC 01 0077 ED 012 520
Publ. Date Jun 66 26p.
Special Education Teacher Approval Procedures.
Illinois Off. Pub. Instr., Springfield, Dept. Spec. Educ.
EDRS mf,hc

Descriptors: exceptional child education; personnel; standards; professional education; teacher certification; teacher education; certification; partially sighted; qualifications; speech therapists; school social workers; school psychologists; college programs; state standards; physically handicapped; mentally handicapped; visually handicapped; homebound; multiply handicapped; emotionally disturbed; blind; educable mentally handicapped; hospitalized children; Springfield

Minimum training requirements and procedures for Illinois certification are listed for teachers of the physically handicapped, blind, partially seeing, educable mentally handicapped, mentally handicapped, maladjusted, multiply handicapped, and the physically handicapped, homebound and hospitalized. Training requirements and certification procedures are also outlined for speech therapists, school social workers, and school psychologists. Illinois colleges and universities offering special education programs in specific areas of special education are listed. (CF)

ABSTRACT 10103

EC 01 0103 ED 016 316
Publ. Date 64 73p.
Rabinow, Barney
The Training and Supervision of Teachers for Emotionally Disturbed Children.
New York State Univ., Albany
New York Educ. Dept., Albany, Bur. Phys. Hand. Child.
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; professional education; personnel; teacher education; beginning teachers; children; socially maladjusted; teacher characteristics; teacher education curriculum; teacher qualifications; teacher recruitment; teacher role; teacher selection

The personality structure, causes for deviation, and major diagnostic categories for socially maladjusted and emotionally disturbed children are discussed. School role, goals, and definitions as related to strategies for recruiting and training teachers of emotionally disturbed children are considered. A discussion of the selection of teachers focuses on such factors as age, experience, personal attributes, classroom hostility, task oriented and person oriented teachers, theory, and intuition. Problems involved in the recruitment and training of teachers are identified. The uncertainties that exist about required teacher competencies and about methods of training teachers in these skills, knowledges, and attitudes are presented. Classroom and nonclassroom competencies are discussed. Included are a list of teacher competencies, a 29-item list of selected readings, a list of five bibliographies, and 22 references. This document was published by the University of New York, Bureau of Publications, Albany, New York 12224. (MM)

ABSTRACT 10238

EC 01 0238 ED 018 884
Publ. Date Oct 66 46p.
McNickle, Roma K., Ed.;
A Report of a Symposium on Manpower Development and Training in the Field of Mental Retardation, Annual Meeting of the American Association on Mental Deficiency (Chicago, Illinois, May 11, 1966).
Western Interstate Comm. Higher Educ., Boulder, Colo.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; personnel; professional education; program planning; symposia; manpower development; manpower utilization; training; financial support; higher education; community programs; institutions; institutional personnel; state planning; problems; recruitment

Papers from a 1966 Chicago symposium of the American Association on Mental Deficiency consider the need for trained personnel in various disciplines to provide services, do research, and teach other personnel. Included are Our Interest in Manpower Development and Training by Wesley D. White, Manpower and Training Problems as Seen by State Planning Committees by Allen R. Menefee, Sources of Support for Manpower and Training Development by Darrel J. Mase, Higher Education and the Training of Manpower for Mental Retardation by Leo F. Cain, Issues in Training and Manpower Utilization in Community Programs for the Mentally Retarded by Floyd E. McDowell, Training Issues in Manpower Development for Institutions for the Mentally Retarded by Gareth D. Thorne, and Summary and Highlighting of Issues in Manpower Development and Training by Wilmar F. Bernthal. (JD)

ABSTRACT 10280

EC 01 0280 ED 017 085
Publ. Date 66 91p.
Professional Standards for Personnel in the Education of Exceptional Children, Professional Standards Project Report.
Council for Exceptional Children, Washington, D.C.
EDRS mf

Descriptors: exceptional child education; standards; professional education; teacher certification; teacher education; professional continuing education; student teaching; accreditation (institutions); teacher education curriculum; emotionally disturbed; aurally handicapped; speech handicapped; visually handicapped; educational administration; supervision; ethical values; doctoral programs

Developed by approximately 700 special educators over a period of several years, this document is a statement of research reviews (publications) education. Standards pertaining to institutions offering preparation programs for teachers in special education are outlined with supplementary standards for the specific areas of behavioral disorders, deaf and hard of hearing, gifted, mentally retarded, physically handicapped, speech and hearing, visually handicapped, administration and supervision, and doctoral programs. Guidelines for the professional competencies of students in each area outline content of coursework and practicum for general and specialized professional preparation. Responsibilities of agencies and organizations for programs of continuing education are outlined. The code of ethics of the education profession is interpreted as it relates to special education. The reference list cites 19 items. This document was published as stock number 551-20944 by The Council for Exceptional Children, 1201 16th Street, N.W., Washington, D.C. 20036, and is available for $1.25. (MY)

ABSTRACT 10390

EC 01 0390 ED 013 088
Publ. Date 67 111p.

Catalog of Audio-Visual Aids for Counselor Training in Mental Retardation and Emotional Disability. Volume 1, Films.
Devereux Foundation, Devon, Pennsylvania, Institute For Research and Training
EDRS mf,hc

Descriptors: exceptional child education; audiovisual instruction; professional education; mentally handicapped; emotionally disturbed; instructional films; counselor training; bibliographies; films; catalogs; children; adolescents; adults

Films selected as appropriate for use in university counselor training programs and in agency in-service training programs preparing staff to work with the mentally and emotionally handicapped are listed alphabetically by title. The 341 listings include brief annotations, film length, date of filming, film distributor, and whether the film is in color. Also included are a subject index to the films, a list of state mental health authorities, and a list of film distributors names and addresses. (RS)

ABSTRACT 10426

EC 01 0426 ED 014 192
Publ. Date 65 173p.
Ventry, Ira M., Ed.
Audiology and Education of the Deaf, a Research Project and Training Manual Sponsored by the Joint Committee on Audiology and Education of the Deaf.
American Speech and Hearing Assn., Washington, D. C.
Conference of Executives of American Schs. for Deaf, Washington, D. C.
RD-1170-S-64, RD-1170-5-65-C1
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; professional education; audiologists; deaf; surveys; audiology; teacher education curriculum; clinics; interprofessional relationship; children; adolescents; adults; hard of hearing; questionnaires; professional training; speech clinics; attitudes; hearing clinics; National Conference on Audiology and Education of the Deaf

To improve understanding between audiologists and educators of the deaf, the American Speech and Hearing Association and the Conference of Executives of American Schools for the Deaf sponsored a 2-year project. Five different questionnaires were sent to speech and hearing centers, schools for the deaf, teachers of the deaf, and audiologists. The surveys were designed to (1) assess the amount of audiology in teacher of the deaf training programs and education in audiology training programs, (2) determine types of audiologic services provided the deaf in speech and hearing clinics and in educational programs for the deaf, and (3) examine the attitudes of audiologists and teachers toward their training and toward each other. The National Conference on Audiology and Education of the Deaf which met in December 1964 formulated 29 specific recommendations dealing with improvement in training, services, and interprofessional relationships. The last phase of the project was a regional meeting held in White Plains, New York, to determine the feasibility of other regional meetings. The general conclusions drawn from the project were (1) there should be a greater emphasis on deaf education in audiology training programs and a greater emphasis on audiology in teacher of the deaf training programs, and (2) increased cooperation between audiologists and teachers of the deaf is necessary at all rehabilitation facilities to improve audiologic services for children and adults. Appendixes present the five questionnaires used, a list of participants, and a list of resolutions acted upon at the National Conference on Audiology and Education of the Deaf. Six references are included. (HK)

ABSTRACT 10459

EC 01 0459 ED 013 012
Publ. Date 66
Quigley, Stephen P., Ed.
Preparation of Teachers of the Deaf (Virginia Beach, Virginia, March 15-19, 1964).
Office of Education, Washington, D. C.
OE-35085
EDRS not available

Descriptors: exceptional child education; aurally handicapped; personnel; professional education; teacher education; deaf; teacher education curriculum; student teaching; accreditation (institutions); teachers; teacher recruitment; teacher certification; children; adolescents; Public Law 87 276; Public Law 88 164; National Conference on Preparation of Teachers of the Deaf

Participants in a 4-day national conference on the preparation of teachers of the deaf compiled recommendations about teacher preparation after discussing four major topic areas. Recommendations about recruitment and selection of students included recruitment of teachers, time of entry of student into program, previous preparation of student, and his psychological and physical characteristics. General and specialized curriculum programs were considered along with the distribution, quality, and management aspects of the practicum part of the curriculum. Certification of teachers and accreditation of teacher preparation programs were reviewed and recommendations made. Appendixes include a discussion of the impact of federal legislation on on teacher training for the deaf and a discussion about the current trends in curriculum for teacher education. Survey information on institutions and students participating in the federal program for teacher training is presented. Conference participants and observers are listed. A reference list cites nine items. This document is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for $0.25. (MY)

ABSTRACT 10509

EC 01 0509 ED N.A.
Publ. Date 67 45p.
Fudell, Stanley E.
The South's Handicapped Children; A Report Concerning the Preparation and Number of Professional Personnel Engaged in the Education of Handicapped Children in the South.
Southern Regional Education Board, Atlanta, Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
OEG-32-20-7180-1017
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child education; educational needs; personnel; handicapped children; statistical surveys; personnel needs; personnel programs; teacher education; school systems; southern states; southern schools; professional education; student needs; incidence; recruitment

The outgrowth of a 1954 survey of the need for special education teachers in the South, this questionnaire survey was undertaken in 1964 to determine what changes had occurred in intervening years. Results of the two surveys were compared and analyzed. The findings were as follows: 19% of 1.5 million school age children in the South needing special education services received them; 67,000 teachers were needed, 15,000 were available, and 10,000 were certified; state departments of special education anticipated a need in 1968-69 for more than twice the present 65 state-level administrators; by 1968-69 almost 900 local school special education administrators would be needed, instead of the present 274 of whom 142 were certified; 33% of the present special education teachers needed additional training; virtually no professional training programs were operating at maximum efficiency; and twice the present 408 full-time faculty would be needed by 1968-69. Additional data are presented concerning the need for teachers of children with various handicaps and the preparing of such educators. Eleven recommendations are included. (JD)

ABSTRACT 10522

EC 01 0522 ED 023 217
Publ. Date 66 82p.
Hampshire Country School Staff Commitments.
Hampshire Country School, Rindge, New Hampshire
EDRS mf,hc

Descriptors: exceptional child education; gifted; emotionally disturbed; personnel; standards; residential schools; contracts; specifications; teacher responsibility; teacher qualifications; program administration; program descriptions; student behavior; professional standards; behavior standards

Intended for professional personnel of the Hampshire Country School, which treats gifted children with immobilizing emotional dysfunctions, the handbook specifies staff commitments. The Code of Ethics, adapted from the National Edu-

cation Association Code as supplemented by The Council for Exceptional Children, sets forth four principles: commitment to the student, to the community, to the profession, and to professional employment practices. A conceptual framework of the school program outlines the rationale of administrative organization and practices, houseparenting, coeducation, extracurricular activities, and the interdependence of specific areas and the totality of the therapeutic community. Qualifications of staff are discussed, and the following are provided: a manual listing rules and regulations, a policy statement on student smoking, and an employee copy of the school contract. (JD)

ABSTRACT 10537

EC 01 0537 ED 022 313
Publ. Date 68 34p.
Competencies Needed by Teachers of Hearing Impaired Children: Deaf and Hard of Hearing.
American Organization for Education of the Hearing Impaired, Washington, D. C.
EDRS mf,hc
Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($1.50).

Descriptors: exceptional child education; aurally handicapped; professional education; standards; hard of hearing; deaf; teacher education; teacher qualifications; teacher characteristics; psychological tests; speech; language development; family school relationship; social adjustment; auditory perception; curriculum

Prepared by two committees of the American Organization for Education of the Hearing Impaired, the pamphlet provides a guide for formulating standards of professional training for teachers of hearing impaired children. Competencies needed by teachers of the deaf are defined in the areas of communication (speech, hearing, language, lipreading, visual perception), curricular adaptation, psychological tests and measurements, social adjustments, home-school relations, and philosophy of education. For teachers of the hard of hearing, competencies explained include personal characteristics of the teacher, knowledge of auditory comprehension, speechreading, speech, language development, other special knowledge, and essential abilities. Seven recent publications on the preparation of teachers of the hearing impaired are cited. (JB)

ABSTRACT 10555

EC 01 0555 ED 021 355
Publ. Date Feb 67 191p.
Minskoff, Esther Hirsch
An Analysis of the Teacher-Pupil Verbal Interaction in Special Classes for the Mentally Retarded.
Yeshiva University, New York, New York
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-42-1700-6008
BR-6-8092

Descriptors: exceptional child research; mentally handicapped; teaching methods; cognitive processes; divergent thinking; convergent thinking; evaluative thinking; educable mentally handicapped; student teacher relationship; teacher characteristics; student characteristics; classroom communication; cognitive development; interaction; language patterns

The study analyzed teacher-pupil interaction in the classes of nine experimental (E) and eight control (C) teachers and their 167 mentally retarded pupils (mean age equals 10.2, mean IQ equals 68.76). The E-teachers were given 32 training sessions in an experimental curriculum and the inductive teaching method. Classes were tape recorded for 1 day. Analysis indicated that the distribution of the E-teachers' questions was cognitive-memory (88 percent), evaluative thinking (5 percent), convergent thinking (4 percent), and divergent thinking (3 percent). Significantly more (.001 level) cognitive-memory questions were asked by the teachers than any of the other three types of questions. A comparison of the experimental and control groups demonstrated that E-teachers did not ask significantly more productive thinking or conclusion questions, provide significantly fewer correcting responses, or ask for significantly more evaluations after the students' incorrect answers than C-teachers, there was less consistency for E-teachers' questions irrespective of subject matter areas, and there were no significant differences between the E-and C-teachers' statements in the categories studied. Additional data on teacher and student characteristics are considered. Appendixes describe the Gallagher-Aschner Classification System and provide samples of teacher-pupil interactions demonstrating aspects of the inductive method. (JD)

ABSTRACT 10568

EC 01 0568 ED 022 287
Publ. Date 67 31p.
Matsushima, John
National Conference on the Child Care Worker; Summary of Proceedings (August 28-30, 1967, Cleveland, Ohio).
Case Western Reserve University, Cleveland, Ohio, Cleveland College
EDRS mf,hc

Descriptors: exceptional child services; personnel; child care; child care workers; inservice education; standards; training; conference reports

The trainability and training needs of child care workers are considered by a conference of 26 child care workers from as many residential treatment centers. Information is provided concerning the conference's purpose and background, its participants, and their views on the following: characteristics of good child care workers, sources of learning, identifying key concepts, recommended standards and content for preservice university training, content for inservice training, and university courses for advanced workers. Summaries are also provided of the final panel discussion, plans for associations, and the conference director's observations. Appendixes include a roster of participants, program of the conference, copy of the pre-conference questionnaire, list of participants of discussion groups, and reports or summaries of group discussions. (JD)

ABSTRACT 10576

EC 01 0576 ED 022 272
Publ. Date 66 190p.
Bensberg, Gerard J.; Barnett, Charles D.
Attendant Training in Southern Residential Facilities for the Mentally Retarded. Report of the SREB Attendant Training Project.
Southern Regional Education Board, Atlanta, Georgia
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS not available
MH-644
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child research; mentally handicapped; program planning; curriculum; personnel; attendants; attendant training; inservice programs; curriculum development; program evaluation; institutional personnel; program administration

A 5-year attendant training project for institutional attendants of the mentally retarded was begun in 21 institutions and expanded to 37 participating institutions in 15 southeastern states. A description of the actual events of the 5 years of the project is provided and is meant to serve as a guideline for those setting up or conducting similar programs. Participating institutions, their residents, employees, training programs, and the role of the attendant are discussed. The curriculum developed cooperatively during the project, frequently encountered problems in implementing training programs, methods which might be used in teaching adults, and the importance of evaluation as a part of any training program are also treated. An evaluation of the project and a summary with seven recommendations are included. Twenty-six references are distributed at the ends of the chapters. Appendixes present annotated lists of 105 books and pamphlets and 58 audiovisual aids, the information and opinion questionnaires used in the project, data on participating institutions, committee members, seminars and workshops sponsored by the project, the inservice exchange program, excerpts from project newsletters and seminars, and publications of the project. (DF)

ABSTRACT 10599

EC 01 0599 ED 021 372
Publ. Date 67 14p.
Semmel, Melvyn I.
Analysis of Teacher-Pupil Verbal Interaction Patterns in Classes for the Mentally Retarded. Studies in Language and Language Behavior, Progress Report Number IV.
Michigan University, Ann Arbor, Center for Research On Language and Language Behavior

Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-3-6-061784-0508
BR-6-1784

Descriptors: exceptional child research; mentally handicapped; communication (thought transfer); teaching methods; trainable mentally handicapped; special classes; interaction; interaction process analysis; classroom communication; student teacher relationship; student reaction; teacher behavior; student behavior; teacher attitudes; Minnesota Teacher Attitude Inventory; Flanders Interaction Analysis; MTAI

Flanders' Interaction Analysis, which classifies verbal interaction into 10 categories, was used to compare two groups consisting of seven trainable mentally retarded (TMR) classrooms each. The sample was selected from the extremes of a population of 87 TMR classrooms on the basis of their teachers' high (tending to flexibility and harmony) or low (tending to rigidity and autocracy) scores on the Minnesota Teacher Attitude Inventory (MTAI). Trained observers visited each class for 2 hours and recorded the verbal interaction between the teacher and students. Analysis revealed that high MTAI teachers used more questions (p less than .01) and had more student response (p less than .05); low MTAI teachers used more lecture and criticism (p less than .05) and had more student initiated talk (p less than .01). Teacher attitudes and measures of accepting feeling, praise, using ideas, and giving directions were not significant. Results did not yield unqualified support for the hypothesis that teachers' verbal behavior in the classroom can be predicted from MTAI scores because the stratification of teachers by MTAI scores indicated bias in the amount of teaching experience (the high subgroup had fewer years of teaching experience). A histogram compares the data with data from an earlier study using educable mentally retarded and normal subjects. Five tables and 16 references are provided. (Author)

ABSTRACT 10626

EC 01 0626 ED 024 185
Publ. Date June 68 185p.
Martinson, Ruth A.; Wiener, Jean
The Improvement of Teaching Procedures with Gifted Elementary and Secondary School Students. Final Report.
California State College, Gardena
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-4-6-061244-8948
BR-6-1244

Descriptors: exceptional child research; gifted; professional education; teaching methods; behavior; teaching models; teacher characteristics; inservice teacher education; teacher improvement; teacher rating; test reliability; behavior rating scales; test results; questioning techniques; teacher selection; teacher behavior

Inservice self-study was utilized to improve the qualitative level of classroom method among teachers of the gifted. Ten judges selected 45 to 75 elementary and secondary teachers by a rating scale of significant behaviors, classroom observation ratings, the Weiner Attitude Scale, and the Terman Concept Mastery Test. The 45 were considered flexible, intelligent, creative, and stimulating. Analysis of the teacher behavior scale indicated four main factors: individualized materials and instruction, art of questioning, encouragement of higher level learning, and communication-interaction. Inservice activities were pupil study (case studies) of gifted characteristics, study of classroom principles for higher level thinking, and discussion and evaluation of a teacher model; teacher-made videotapes of classroom activities, using the principles learned, were also shown and evaluated at the inservice meetings. Interjudge reliabilities of .90 were obtained from audiotape analysis of the teachers' questions and answers at the beginning and end of the project. Significant improvement between the two tapes (p equals .01) occurred in the application, generalization, and synthesis questions by the teacher (indicating growth in higher cognitive level questions), and growth in open responses by students were noted. (Author/SN)

ABSTRACT 10671

EC 01 0671 ED N.A.
Publ. Date 67 416p.
Truax, Charles B.; Carkhuff, Robert R.
Toward Effective Counseling and Psychotherapy: Training and Practice. Modern Applications in Psychology Series.
EDRS not available
ALDINE Publishing Company, 320 West Adams Street, Chicago, Illinois 60606 ($10.75).

Descriptors: exceptional child education; emotionally disturbed; psychotherapy; counseling; professional education; group counseling; individual counseling; counseling effectiveness; counselor performance; counselor acceptance; therapeutic environment; counselor attitudes; counselor characteristics; counselor training; behavior rating scales; group therapy; identification (psychological); empathy; therapists; counselor evaluation

The approach to counselor training and the practice of psychotherapy described is based on the growing body of research evidence specifying some known effective ingredients in the therapeutic process. Scales are presented for measuring three aspects of the psychotherapeutic relationship: accurate empathy, nonpossessive warmth, and the therapist's genuineness. Tape recordings of interviews are used for illustration. Areas treated include the theoretic and research bases for training and practice in psychotherapy and counseling, integrated didactic and experimental approach to training, and the mature therapist and counselor. Thirty-three tables and 439 references are included. (LE)

ABSTRACT 10731

EC 01 0731 ED N.A.
Publ. Date Jan 68 9p.
Bishop, William E.
Successful Teachers of the Gifted.
Indiana Central College, Indianapolis, Department of Education
EDRS not available
Exceptional Children; V34 N5 P317-25 Jan 1968

Descriptors: exceptional child research; gifted; teacher characteristics; personality; teacher attitudes; teacher behavior; teaching styles; teacher evaluation; teacher influence; teacher experience; student teacher relationship; secondary school teachers; personality studies; teachers; secondary school students

The study compared 109 former teachers identified by 181 student questionnaires as successful with 97 other teachers encountered by the students. Every teacher completed a copy of the Teacher Characteristics Schedule. Of those identified as successful, 30 were studied more intensively, using the Wechsler Adult Intelligence Scale, the Edwards Personal Preference Schedule, interviews, and college transcripts. Results indicated that the two groups did not differ on variables relative to sex, marital status, type of undergraduate institution attended, highest degree held, course work preparation, and extent of association with professional organizations. However, the successful teachers were found to be mature, experienced, and superior intellectually (upper 3%); were more interested in literature, the arts, and community culture; had high achievement needs; were motivated to teach by a desire for intellectual growth and predicted success; were more student centered, orderly, stimulating, and well rounded in their classrooms; and supported special educational provisions for the gifted. (JP)

ABSTRACT 10758

EC 01 0758 ED 025 050
Publ. Date Aug 67 135p.
Johnson, Richard A.
A Pilot Demonstration of the Application of Educational Television to the In-Service Training Needs of Teachers of the Mentally Retarded. Final Report.
Minnesota State Department of Education, St. Paul
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-5-16-035
BR-5-1000

Descriptors: exceptional child research; mentally handicapped; teaching methods; professional education; audiovisual instruction; open circuit television; inservice teacher education; pilot projects; demonstration projects; individualized instruction; class management; educational television; televised instruction; teacher improvement; program evaluation; behavior change

The project was developed out of recognition of the gap existing between formal training programs for teachers of the

educable retarded and actual classroom teaching. In an attempt to provide meaningful inservice experiences to a large number of both urban and rural special class teachers at minimal per teacher expense, the Minnesota State Department of Education, in cooperation with an educational television station, produced four 30-minute programs which were broadcast at 3:30 p.m. and emphasized teaching for individual differences and behavior management. The programs were filmed in actual classes for the educable mentally retarded. A teacher evaluation form was sent to 315 educable class teachers in Minnesota and Wisconsin within broadcast range; on 11 questions relating to the ability of the programs to convey specific, salient aspects of classroom teaching of the mentally retarded, responses were significantly favorable (p equals .05 or p equals .01). Recommendations were for continuation of the project over a 2-year period with the production of 30 or more programs, and for procedural, technical, and professional changes which would improve program quality and make possible production at a lower per program expense. (Author/SN)

ABSTRACT 10765

EC 01 0765 ED 024 166
Publ. Date Nov 67 219p.
Sage, Daniel D.
The Development of Simulation Materials for Research and Training in Administration of Special Education. Final Report.
Syracuse University, New York
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-1-6-062466-1880
BR-6-2466

Descriptors: exceptional child research; administration; instructional materials; professional education; administrative personnel; public administration education; audiovisual instruction; role playing; test results; behavior change; test reliability; test validity; admistrator evaluation; questionnaires; administrator characteristics; material development; administrator role; simulated environment; simulation

Materials utilizing a simulated environment approach were developed, produced, pilot tested, and evaluated to determine their usefulness as media for training programs and for behavioral research in the process of administration of special education. Background and task materials took the form of both written and audiovisual media, featuring a communications in-basket, telephone calls, filmed observations, and role-played conferences. Instruments for evaluating the materials consisted of a test used before and after treatment to assess behavioral change, a category scoring system to assess performance during the training sessions, and a participant opinionnaire. Two experimental groups (10 in one and 21 in the other) and two control groups (10 each) were involved. The following results were noted: performance scoring was reliable (interrater correlation coefficients were .81 to .98); differences between pre- and post-treatment were significant for experimental groups (p less than .05) and were not significant for the control group; a lack of correlation between test and performance variables cast doubt on the validity of the test scales; and the materials were perceived by participants as an extremely valuable vehicle for training. The materials developed are appended. (Author/SN)

ABSTRACT 10917

EC 01 0917 ED 026 760
Publ. Date Feb 68 32p.
Hebeler, Jean R.
An Evaluation of the Impact of the Graduate Fellowship Program in the Education of the Mentally Retarded.
Maryland University, College Park, Department of Special Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-1-7-071301-5135
BR-7-1301

Descriptors: exceptional child education; personnel; professional education; national programs; mentally handicapped; federal aid; mental retardation; fellowships; federal programs; grants; chief administrators; professional personnel; supervisors; college teachers; graduate study; graduate students; graduate professors; program evaluation; federal legislation; Public Law 85 926

An analysis of questionnaires completed by 413 recipients of U.S. Office of Education graduate fellowships in mental retardation under the provisions of Public Law 85-926 was conducted. Recipients of university and state fellowship awards were included in the sample. The findings indicated that 95% of the fellowship recipients had had prior experiences (academic and work) in education and that 36% had taken prior work in the education of the mentally retarded or other fields relevant to the education of exceptional children. They have remained in the field of special education and have assumed increasingly responsible leadership roles in teacher training or administrative and supervisory roles (at the time the data were taken, 48.9% were involved in work in higher education in special education, 40% in local school systems, and 10.7% with state departments or agencies). The mental retardation fellows were generally satisfied with their goals. However, responses suggested that both program and student goals need to be more clearly delineated at the various levels of graduate study. The evidence indicates that the fellowship program substantially accelerated and increased the supply of a stable cadre of trained leadership personnel in the area of mental retardation for positions of responsibility at the state and local levels and in the area of personnel training. Data are provided and responses are summarized for 79 items. (Author/JD)

ABSTRACT 10932

EC 01 0932 ED 026 776
Publ. Date 68 192p.
Schmitt, Philip J. and Others
Supervisors and Supervision of Teachers of the Deaf.
Illinois University, Urbana, Institute for Research On Exceptional Children
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-12995

Descriptors: exceptional child research; aurally handicapped; administration; supervisors; administrator evaluation; day programs; administrator qualifications; administrator responsibility; deaf; administrator role; residential programs; supervisory activities; salaries; teacher supervision; professional education; school administration; graduate study; teacher experience; standards

Data from 258 supervisors of teachers of the deaf who replied to a self administered questionnaire yielded information on the nature of supervisory programs. Of 108 day supervisors (D), 23% were supervisors only while 77% were also either teachers or administrators. One-third reported three-fourths to full time devoted to supervision; one-third reported one-fourth time or less. Day supervisors were responsible for wider age ranges of children and types of teachers supervised and tended to receive better salaries. Of 150 residential supervisors (R), one-third were supervisors only, 93% worked with teachers of the deaf only, and two-thirds reported three-fourths to full time supervision. Both groups spent similar amounts of time per month with teachers; the majority had master's degrees (D-group 82%, R-group 67%); and degrees in deaf education, audiology, or speech correction were held by one-half of the D-group and one-third of the R-group. Results indicate a need for more supervisors, improvement in the quality of supervision, setting of standards for supervisory personnel, and professional consideration of these problems. (JB)

ABSTRACT 10936

EC 01 0936 ED 026 780
Publ. Date 28 Oct 68 203p.
Cruickshank, William M. and Others
The Preparation of Teachers of Brain-Injured Children. Syracuse University Special Education and Rehabilitation Monograph Series 8.
National Institute of Mental Health (DHEW), Bethesda, Maryland;
Syracuse University, New York
EDRS not available
MH-7559
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.50).

Descriptors: exceptional child research; learning disabilities; teacher education; curriculum; teaching methods; course organization; school systems; graduate study; teacher improvement; followup studies; teacher evaluation; controlled environment; minimally brain injured;

perceptually handicapped; program evaluation; masters degrees; administrator attitudes; demonstration programs

To prepare teachers to work with brain injured and hyperactive children, a training program leading to a master's degree was developed. Forty-seven teachers, chosen by their school systems, took both foundation and specialization courses and participated in a seminar which included study of theories and methods, collateral reading, projects, preparation of pre-academic materials, and activities related directly to children. Teachers also participated in staff meetings, the administrators' seminar, and field experiences. A demonstration class of eight boys (aged 7 to 13) served as a focal point for discussion; room modification and teaching methods followed the concepts of Strauss and Lehtinen. Followup studies were done of all teacher graduates: 33 were employed to teach brain injured children and seven to teach the emotionally disturbed. Beyond familiarity with similar concepts and knowledge of certain materials and skills, there were major differences in the way the teachers used their training. Previous training and experience, personality, reasonable disagreement, and attitude of the local school system were factors influencing adoption of the suggested methods. Results indicated that local school systems should be more basically involved in the training process. (RP)

ABSTRACT 10950

EC 01 0950 ED 026 794
Publ. Date Dec 67 67p.
Fudell, Stanley E.
A Regional Approach to Training and Research in the Education of Handicapped Children.
Southern Regional Education Board, Atlanta, Georgia
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-32-20-7180-1017
BR-5-0455
Southern Regional Education Board, 130 Sixth Street, N. W., Atlanta, Georgia 30313.

Descriptors: exceptional child services; handicapped children; program planning; educational needs; regional cooperation; higher education; regional planning; teacher education; state programs; teacher recruitment; cooperative planning; cooperative programs; consultants; questionnaires; communications; workshops; research proposals; Southern Regional Education Board; Handicapped Children Project

The Handicapped Children Project (HCP) was established to ascertain the southern region's needs and resources in special education teacher training programs. It was intended to encourage in-service training, to assist in planning for cooperative use of training and research resources, to provide information to states, and to assist in planning student recruitment. Professionals in the field donated time to attend conferences, to plan, and to do research and writing on activities they had agreed to handle. Consultations were held with schools or agencies with problems; communication by phone, mail, and convention attendance was used to obtain information from various groups, persons, or organizations in the South; assistance was given to colleges to help them in teacher preparation; and research proposals were submitted for funding. Regional cooperation and planning were elicited. A major accomplishment was the avoidance of duplication of efforts by cooperating institutions; other results were preparation of a monograph on special education teachers, improvement of professional standards, establishment of guidelines for state certification, and preparation of a recruiting film. Recommendations for future regional activities and questionnaires used in regional surveys are included. (RP)

ABSTRACT 10965

EC 01 0965 ED N.A.
Publ. Date Dec 67 8p.
Withrow, Frank B.
Public Law 87-276: Its Effect on the Supply of Trained Teachers of the Deaf.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS not available
Volta Review; V69 N10 P656-63 Dec 1967

Descriptors: exceptional child education; legislation; professional education; teacher education; federal aid; grants; financial support; scholarships; followup studies; personnel needs; teacher shortage; program evaluation; program effectiveness; aurally handicapped; deaf; hard of hearing; federal legislation; student characteristics; universities; Public Law 87 276

The implementation and effect of Public Law 87-276, providing grants to colleges and universities for training teachers of the deaf, are discussed. Described are the recommendations of an advisory committee, the selection of training centers, the kind of grants made available, and qualifications for scholarships. Tables give statistics on the utilization of funds, awarding of traineeships and fellowships, and the number of students enrolled in the program. Statistics of a followup survey are provided which showed that 894 of the 1,221 students who had received grants were teachers of the deaf or were engaged in teacher training. Major recommendations of a national conference on preparation of teachers of the deaf are listed, and the increase of services to younger or multiply handicapped students is mentioned in relation to a need for more teachers. Four tables present data. (RP)

ABSTRACT 11053

EC 01 1053 ED N.A.
Publ. Date Feb 66 11p.
Blatt, Burton
The Preparation of Special Education Personnel. Chapter VIII, Education of Exceptional Children.
Boston University, Massachusetts
EDRS not available
Review of Educational Research; V36 N1 P151-61 Feb 1966

Descriptors: exceptional child research; professional education; teaching methods; teacher education; higher education; deaf; disadvantaged youth; gifted; mentally handicapped; physically handicapped; emotionally disturbed; speech handicapped; socially maladjusted; aurally handicapped; literature reviews; research reviews (publications)

Literature since 1959 which deals with the preparation of special education personnel is reported under categories of methodological, role, and field considerations. Further treated under role considerations are teacher and advanced graduate preparation. Field considerations include the areas of the deaf, the culturally deprived, the gifted, the mentally retarded, the physically handicapped, the socially and emotionally maladjusted, and the speech handicapped. A general assessment of the literature follows. (JD)

ABSTRACT 11080

EC 01 1080 ED 021 387
Publ. Date 67 28p.
Training and Qualifications (Teachers and Workers for the Deaf).
Alexander Graham Bell Association for the Deaf, Inc., Washington, D. C.;
World Federation of the Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From the Congress of the World Federation of the Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; professional education; deaf; teacher education; personnel; adults; children; rehabilitation; research and development centers; World Federation of the Deaf

Three papers consider the training and qualifications of teachers and workers for the deaf. H. Okopinski describes Training Teachers for Deaf Children's Schools in Poland and A.F. Mackenzie defines The Qualifications of Workers for the Adult Deaf in the United Kingdom. E.S. Levine reports on New York University's Center for Research and Advanced Training in Deafness Rehabilitation. (JD)

ABSTRACT 11305

EC 01 1305 ED 012 978
Publ. Date 30 Sep 66 23p.
The Second Annual High School Conference on Careers on Special Education and Rehabilitation.
Indiana Department of Public Instruction, Indianapolis, Division of Special Education;
Indiana Department of Public Instruction, Indianapolis, Division of Pupil Personnel;
Indiana Society for Crippled Children and Adults, Indianapolis
EDRS mf,hc

Descriptors: exceptional child education;

professional education; teacher recruitment; career planning; career opportunities; secondary school students; teachers; state surveys; state programs; mentally handicapped; physically handicapped; aurally handicapped; visually handicapped; emotionally disturbed; speech handicapped; special services; school services; occupational therapy; physical therapy; career choice; faculty recruitment

An outline of the half-day conference precedes letters of appeal from the state superintendent of public instruction and the director of special education to participating high school students to consider a professional career in special education. Numbers of professional personnel needed in Indiana are given. Information on pupil characteristics and teacher requirement are given for the mentally handicapped, physically handicapped, aurally handicapped, visually handicapped, speech and hearing impaired, and emotionally disturbed. Information on school psychology, occupational therapy, and physical therapy is included. (JA)

ABSTRACT 11327

EC 01 1327 ED 016 337
Publ. Date 67 38p.
Hayes, Gordon M.
National Directory of Special Education Preparation Programs, A List of Colleges and Universities Offering an Organized Sequence of Specialized Preparation for Teachers and Other Personnel Engaged in the Education of Exceptional Children.
California State Department of Education, Sacramento
EDRS mf,hc

Descriptors: exceptional child education; professional education; teacher education; college programs; teacher education curriculum; directories; visually handicapped; physically handicapped; aurally handicapped; emotionally disturbed; gifted; mentally handicapped; multiply handicapped; speech handicapped; learning disabilities; degrees (titles); administrative personnel; language handicapped

For each college or university offering an organized sequence of specialized preparation for teachers and other personnel engaged in the education of exceptional children, the following information is provided: areas of specialization, including aphasia, blind and partially seeing, cerebral palsied, deaf and hard of hearing, educationally handicapped, emotionally disturbed, mentally gifted, mentally retarded, multiply handicapped, neurologically handicapped, orthopedically handicapped, and speech handicapped; level of program offered, either bachelor, master, or doctoral; and person in charge of the special education program. Colleges and universities are listed alphabetically by city within each state and the District of Columbia. (RS)

ABSTRACT 11509

EC 01 1509 ED 029 407
Publ. Date 68 185p.
Special Study Institute for Administrators of Special Education (Sacramento, October 30-November 3, 1967).
University of Southern California, Los Angeles, Instructional Materials Center for Special Education
California State Department of Special Education, Los Angeles, Division of Special Schools and Services
EDRS mf,hc

Descriptors: exceptional child education; administration; curriculum; state programs; personnel; program planning; administrator role; behavior change; teacher certification; curriculum development; educational finance; state aid; federal aid; mentally handicapped; preschool programs; teacher recruitment; community resources; state legislation; California

The proceedings include the following: three papers on state finance; six on state legislation; 10 on state, county, and community resources; two on special education administration; seven on recruitment problems and training of personnel; and 11 on curriculum and program planning. Keynote and banquet addresses treat administrative problems and new developments and trends. (LE)

ABSTRACT 11535

EC 01 1535 ED 029 437
Publ. Date Mar 69 34p.
Eisenbud, Robert E., Comp.
Career Opportunities in the Field of Mental Retardation.
Department of Health, Education, and Welfare, Washington, D. C., Secretary's Committee on Mental Retardation
EDRS mf,hc
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.25).

Descriptors: exceptional child services; mentally handicapped; career opportunities; nursing; physical therapy; occupational therapy; psychologists; dieticians; speech therapists; rehabilitation counseling; special education teachers; teacher aides; social workers; child care occupations; administrative personnel; physicians; researchers; dentists; dental hygienists; chief administrators

Addressed to high school and college students interested in working with the mentally retarded, the booklet describes opportunities in the field. Careers considered include 16 in health and health related services, four in education, seven in social and rehabilitative services, and six in administration and coordination of services. Research careers are also treated. For all, a description of the career is included, and educational and training requirements and sources of further information are stated; information regarding financial assistance is provided when relevant. (JD)

ABSTRACT 11693

EC 01 1693 ED 030 248
Publ. Date 69 104p.
Special Education; Teacher Education Directory, 1968-1969.
The Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 ($2.50).

Descriptors: exceptional child education; professional personnel; college programs; faculty; degrees (titles); student enrollment; geographic location; administration; aurally handicapped; emotionally disturbed; gifted; mentally handicapped; visually handicapped; physically handicapped; special health problems; vocational counseling; learning disabilities; speech handicapped; social work; homebound

Designed to provide knowledge about programs and personnel in special education, this directory serves as a resource for The Council for Exceptional Children, provides information for students who are interested in studying the education of exceptional children, assists public and private agencies with information on programs for exceptional children, and helps increase communication among professionals and between professionals and the general public. The School Index lists university programs by states and includes levels of study available, personnel, and number of students; the Personnel Index lists biographical information for all special education faculty; and the Program Index lists degrees or certification offered in different areas and references to schools where they can be obtained. (JK)

ABSTRACT 11928

EC 01 1928 ED N.A.
Publ. Date 67 31p.
A Career for Tomorrow--Special Education.
Indiana Department of Public Instruction, Indianapolis, Division of Special Education
EDRS not available
Indiana Department of Public Instruction, Division Of Special Education, State House, Indianapolis, Indiana 46204.

Descriptors: exceptional child education; personnel needs; educational needs; teacher education; speech handicapped; aurally handicapped; career opportunities; learning disabilities; emotionally disturbed; educable mentally handicapped; mentally handicapped; physically handicapped; visually handicapped; trainable mentally handicapped; Indiana

A summary of the various careers in special education and a listing of colleges in the state which offer professional training in these areas are presented. Described are the characteristics and educational needs of the physically handicapped, the visually limited, the hearing impaired, the speech and hearing handicapped, the learning disabled, the emotionally disturbed, the educable mentally retarded, and the trainable mentally retarded. Photographic illustrations are provided. (LE)

ABSTRACT 11961

EC 01 1961 ED 030 995
Publ. Date Sep 68 49p.

An Orientation Program for New Teachers; Classes for Educable Mentally Retarded, September 1968.
Toledo Public Schools, Ohio
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; teacher orientation; program planning; personnel; orientation materials; educable mentally handicapped; questionnaires; program evaluation; administrative policy; Toledo; Ohio

A plan for orientation activities prior to and during the first weeks of school for new teachers of the educable mentally retarded is presented. Kinds of teachers who will be oriented, qualities of an adequate orientation program, steps taken in program planning, plan implementation, and followup orientation are discussed. Also included are materials given to teachers, program agendas, a graph showing the training and experience of the new teachers, a questionnaire survey of teacher opinion concerning orientation activities, a report on administration of the special curriculum in the regular school, and letters to teachers scheduling the orientation. (LE)

ABSTRACT 11962

EC 01 1962 ED 030 996
Publ. Date Feb 68 32p.
Special Education Teacher Approval Procedures.
Illinois State Office of the Superintendent of Public Instruction, Springfield, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child education; personnel; standards; teacher certification; professional education; state standards; school social workers; school psychologists; teacher education; speech handicapped; visually handicapped; mentally handicapped; aurally handicapped; emotionally disturbed; multiply handicapped; physically handicapped; educable mentally handicapped; trainable mentally handicapped; Illinois

Presented are the state's minimum training requirements for approval of school social workers and school psychologists, and of teachers in these areas: speech handicapped, blind, partially seeing, educable mentally handicapped, trainable mentally handicapped, deaf, maladjusted, multiply handicapped, physically handicapped in special classes, and physically handicapped in home instruction and hospital classes. Illinois colleges and universities offering programs in specific areas of special education are listed. (LE)

ABSTRACT 20047

EC 02 0047 ED 027 689
Publ. Date 69 216p.
Cruickshank, William M. and Others
Misfits in the Public Schools.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($6.00).

Descriptors: exceptional child education; handicapped children; administration; educational innovation; standards; teacher qualifications; administrator attitudes; administrator qualifications; teacher education; administrative policy; teacher attitudes; school role; universities; program planning; educational needs

Barriers to effective education of handicapped children and the roles of social agencies in a position to provide a climate for change and innovation are the focus of this book. Administrative ineptitude, unqualified administrators and teachers, poor standards for graduate students, inadequate teacher education, and attitudes toward education and change are considered. Thoughts on innovation include educational responsibility, four types of administrators, communication problems, four processes in innovation, and the problem of goals. The role of the university in the following aspects of innovation is examined: changes in special education over four decades, the school of education and its curriculum, dynamic planning, teacher selection, and the preparation of special education teachers. A discussion of the role of public schools considers attitudes toward children with unusual learning or adjustment problems, self concept, and means-end and multidisciplinary orientation. Federal support for programs, an idea oriented climate, a case study of a community, and suggestions for sharing in and organizing for innovation are also discussed. (RP)

ABSTRACT 20064

EC 02 0064 ED N.A.
Publ. Date 68 64p.
Sunderlin, Sylvia, Ed.
Aides to Teachers and Children.
Association for Childhood Education International, Washington, D. C.
EDRS not available
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.50).

Descriptors: exceptional child education; nonprofessional personnel; school aides; teacher aides; training; training objectives; job training; student volunteers; volunteer training; community; resources; parent participation

A collection of 13 articles provides information on the following: the need for aides; finding, screening and using aides; use of parents as aides; sixth-grade aides for the kindergarten; teen-age aides; curriculum resources in the community; developing professional skills in paraprofessionals; the teacher and the paraprofessional; staff parents become better teachers. The text is illustrated with photographs and a 25-item bibliography is included. (LE)

ABSTRACT 20196

EC 02 0196 ED 031 864
Publ. Date Apr 68 9p.
Teacher Education.
Council for Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From the Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child education; teacher education; conference reports; teacher education curriculum; student teaching; teacher attitudes; field instruction; abstracts; inservice teacher education; interaction process analysis

Reports on teacher education provide information on the following: the rationale versus the reality in teacher education programs from a student viewpoint by Joellyn Rose; and integrating practice and theory in teacher education curriculums. Abstracts of articles in this area include teaching learning processes in observation seminars, and the field conference as an experiment in practicum for teacher educators. This unit of reports is available in microfiche. (WW)

ABSTRACT 20412

EC 02 0412 ED N.A.
Publ. Date 62 84p.
Speech Correction in Oklahoma Schools; A Guide for Public School Speech Correctionists.
Oklahoma State Department of Education, Oklahoma City, Division of Special Education
EDRS not available
State Department of Education, State Capitol Building, 2302 Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

Descriptors: exceptional child education; speech handicapped; state programs; speech therapy; public relations; teacher role; records (forms); certification; scheduling; physical facilities; teaching methods; instructional materials; class organization; teacher developed materials; incidence; administrative policy; speech therapists; games; Oklahoma

Intended as a guide for administrative personnel, speech correctionists, and others involved in planning and expanding speech correction programs, the guide discusses state and local responsibility, admission and case records, certification and salary of correctionists, transfers, transportation, and boarding. In addition, the incidence, classification, and causes of speech problems are defined; and the establishment of a speech correction program is described in terms of facilities, location, identification of children with speech problems, scheduling, and class organization. The correctionist's public relations responsibility, the teacher's role, and approved preparation programs in speech correction are examined. Sample forms are provided for case histories, permanent records, and reports and letters to parents and teachers; suggested procedures, drills, games, and materials for therapy are detailed. (JB)

ABSTRACT 20430

EC 02 0430 ED N.A.
Publ. Date 67 56p.
Yuker, Harold E. and Others
The Modification of Educational Equipment and Curriculum for Maximum Utilization by Physically Disabled Persons; Staffing a School for Physically Disabled Students.

Human Resources Center, Albertson, New York
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-2644
Human Resources Center, Albertson, New York 11507.

Descriptors: exceptional child education; physically handicapped; personnel needs; administrative personnel; instructional staff; professional training; staff role; inservice teacher education; physical therapists; occupational therapists; speech therapists; school psychologists; financial support; interdisciplinary approach; physicians; counselors; parent participation; health personnel

Discussed are the staff needs, functions, and training for special teachers and administrators, medical personnel, therapists, reading and recreation specialists, psychological and counseling personnel and non-teaching aids in a school for physically disabled children. Financing and the team approach in the school (staff coordination, the role of parents on the team, and the role of disabled staff) are areas included as are a summary and 127 references. (LE)

ABSTRACT 20461

EC 02 0461 ED N.A.
Publ. Date 68 39p.
Sperber, Zanwil; Adelman, Howard
Empirical Evaluation of a Training Program for Preparing Teachers of Emotionally Disturbed Pre-School Children.
American Orthopsychiatric Association, New York, New York
Office of Education (DHEW), Washington, D. C.
EDRS not available
American Orthopsychiatric Association, 1790 Broadway, New York, New York 10019.
Paper Presented at the Meeting of the American Orthopsychiatric Association (Chicago, Illinois, March 23, 1968).

Descriptors: exceptional child research; emotionally disturbed; preschool children; program evaluation; evaluation methods; teacher evaluation; nursery schools; teacher education

A 1-year teacher training program for persons interested in working with emotionally disturbed preschool children was established to explore the potential of the active clinical setting as a training resource. Six college educated women, ranging in age from 29 to 45 years, were involved in the following: formal course work emphasizing child development with experiences in family interaction and therapeutic techniques; practicum activities emphasizing active participation in work with emotionally disturbed children, participation in staff meetings, and parent conferences; and field observation in other schools for handicapped children. A battery of research procedures and measurement instruments was evolved to test the trainees' ability to make cogent statements regarding the children, their effectiveness in interaction with children, and their maturity and sensitivity in interaction with parents. Assessment of impact revealed that all trainees reflected postive feelings toward the over-all program, and four judges independently verified a significant positive impact of the program on the trainees' abilitiy to conceptualize how they would cope with problems in the field. After graduation, all were actively involved as teachers of other teachers and trainees, providing demonstration, consultation, or direct supervision. (LE)

ABSTRACT 20482

EC 02 0482 ED N.A.
Publ. Date 66 299p.
Bramley, V. Lucile, Comp.
Participant's Guide, Volume I.
State Home and Training School, Wheat Ridge, Colorado
EDRS not available
State Home and Training School, Wheat Ridge, Colorado 80033.

Descriptors: exceptional child education; mentally handicapped; nonprofessional personnel; residential care; inservice education; child development; health needs; guidelines; program planning; human body; hygiene; staff role; attendants; attendant training; administration; institutional personnel; Colorado

The guide for employee training at a residential institution for the mentally retarded is composed of the following four units: general orientation, including knowledges and experiences perparing the attendant to help accomplish the goals of the institution; the human body and its care, including physical makeup and basic health needs, health practices and prevention of illness and injury, and habilitation toward a full life; human growth and development, including understanding of the self and the therapeutic group and planning for the residents' total care, training, and habilitation; and devising new ways to promote resident-centered environment. Each unit has a counterpart of planned experiences for student and/or attendant activity. Vocabulary definitions of words used throughout the guide are given. (LE)

ABSTRACT 20500

EC 02 0500 ED N.A.
Publ. Date Mar 67 19p.
The Role and Function of School Psychologists in Colorado.
Colorado Department of Education, Denver, Office of Instructional Services; Colorado Society of School Psychologists, Denver
EDRS not available
Colorado Department of Education, Office of Instructional Services, Denver, Colorado 80203 ($0.75).

Descriptors: exceptional child services; school psychologists; professional personnel; psychological services; guidance personnel; psychological testing; student evaluation; counselor functions; standards; ethics; consultants; professional services; counselor role

The description of the necessary attributes of a school psychologist includes statements concerning accepted ethical standards of practice, his role in student evaluation, his duties as a consultant, problems faced in remediation and counseling, obligations in research and training, and participation in services to the community. An appendix discusses the following principles of ethical standards: responsibility, competence, moral and legal questions, misrepresentation, caution in public statements, safeguarding confidences, respecting client integrity, maintaining professional relationships, proper announcement of services, and good interprofessional relations. Other obligations considered are maintaining test security and test interpretation, care in test publication, precautions in research, giving publication credit, the responsibilities toward associated organizations, and maintaining a professional attitude toward promotional activities. (JM)

ABSTRACT 20507

EC 02 0507 ED N.A.
Publ. Date Aug 66 7p.
Van Hattum, Rolland J.
A Controversial Issue: The Defensive Speech Clinicians in the Schools.
EDRS not available
Journal of Speech and Hearing Disorders; V31 N3 P234-40 Aug 1966

Descriptors: exceptional child services; speech therapists; speech therapy; professional recognition; professional education; professional associations; research needs; clinic personnel (school); college programs; changing attitudes

It is suggested that the school speech therapist feels that he is not appropriately trained for his school responsibilities, some of his training is inadequate, he gets no professional help in solving problems, his professional association does not meet his needs, and he does not have the professional respect of his colleagues or his college. Suggested courses of action include the following: the heads of training programs should learn more about speech programs in the public schools; training programs should evaluate their own basic courses; a joint committee of personnel from training programs and the schools should examine the school clinician's role and training; and the American Speech and Hearing Association should exert leadership in establishing cooperative research efforts with, and granting adequate representation for therapists who work in schools. Some promising efforts are already being made in that more articles of interest to school therapists are appearing in professional journals, a committee on school speech programs has been designated and has held several meetings, and a conference on research for public school speech and hearing personnel has been held. (MK)

ABSTRACT 20640

EC 02 0640 ED N.A.
Publ. Date (67) 21p.
Tucker, Mark; Engbretson, Robert
Evaluation of a Plan of Study for Teachers of the Educable Mentally Handicapped.

Southern Illinois University, Edwardsville
Illinois State Department of Public Instruction, Springfield, Division of Special Education
EDRS not available
Illinois State Department of Public Instruction, Division of Special Education, State Office Building, Springfield, Illinois 61106.

Descriptors: educable mentally handicapped; exceptional child education; teacher education; program evaluation; summer institutes; teacher programs; mentally handicapped; teacher attitudes; Southern Illinois University

A 1-year program trained experienced teachers to become teachers of the educable mentally handicapped. Eight teachers were accepted in the program on the basis of undergraduate academic standing and teaching assignment to an EMH class. The program consisted of course work during the summer, and additional course work together with on-the-job supervision during the academic year. Participants evaluated course work, the supervised teaching, and the combined course work and teaching experience. The evaluations, consisting of the completion of rating scales and descriptive statements regarding the strong and weak points of the program, are presented and indicate favorable impressions of the program. (AP)

ABSTRACT 20787

EC 02 0787 ED 029 893
Publ. Date Sep 68 27p.
Lindsey, Alfred J.; Filson, Thomas
A Study Involving Development, Teaching, and Evaluation of the Results of a Course for Teachers Inservice. Devoted to the Practical Application of Linguistics, of Principles of Composition, and of Various Approaches to the Teaching of the Slow Learner. Interim Report.
Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-5-10-029
BR-5-0789
Alfred J. Lindsey, Jr., English Department, Western Illinois University, Macomb, Illinois 61458, or Thomas Filson, Education Department, University of Michigan, Flint, Michigan 48500 (Free or on Loan).

Descriptors: exceptional child research; applied linguistics; composition (literary); effective teaching; English instruction; extension education; inservice courses; inservice teacher education; linguisitics; secondary school teachers; self evaluation; slow learners; teacher attitudes; teacher education; teacher evaluation; teacher improvement; teacher response; teaching methods; Project English

The changeability of teacher ideas and performance by a short English extension course on principles of composition, practical applications of linguistics, and various approaches to teaching slow learners was explored. In 1965-66, three instructors spent 3 to 4 weeks in each of several schools in Illinois teaching their specialities to 66 junior and senior high school teachers. Before the extension course was taught, teachers completed questionnaires on their beliefs and teaching procedures. Each teacher was interviewed either one month or 12 months after completion of the course. The following data were gathered from the interviews: 94% of the teachers claimed a change in teaching performance; 61% claimed a change in thinking; the kinds of changes reported by the teachers, who lacked consensus on the course's main ideas, did not coincide with the main ideas suggested by the instructors; very few teachers reported any constraints against utilizing the new ideas in their teaching situations; teachers interviewed after one month reported a 91% change in teacher performance and after 12 months they reported a 95% change; an interviewer who was an instructor in the course found more change in teacher performance than did other interviewers. (Author/LH)

ABSTRACT 20818

EC 02 0818 ED 032 681
Publ. Date 68 112p.
Newman, Parley W.
Opportunities in Speech Pathology.
EDRS not available
Universal Publishing and Distributing Corporation, 235 East 45th Street, New York, New York 10017 ($2.95).

Descriptors: exceptional child services; speech handicapped; speech pathology; career opportunities; financial support; salaries; professional associations; certification; standards; professional personnel; professional services; professional education; fellowships; grants; voice disorders; articulation (speech); stuttering; aphasia; retarded speech development; careers

The importance of speech is discussed and speech pathology is described. Types of communication disorders considered are articulation disorders, aphasia, facial deformity, hearing loss, stuttering, delayed speech, voice disorders, and cerebral palsy; examples of five disorders are given. Speech pathology is investigated from these aspects: the services and activities performed; the salaries, demands, and advantages and disadvantages; the development of the profession; educational preparation including sources of financial aid; and requirements and job seeking. The American Speech and Hearing Association (ASHA) and related organizations are discussed. Also provided are a list of training programs in speech pathology, a bibliography, the ASHA code of ethics, and the ASHA certification requirements. (RJ)

ABSTRACT 20819

EC 02 0819 ED 032 685
Publ. Date Mar 69 243p.
Adler, Edna P., Ed.
Journal of Rehabilitation of the Deaf: Deafness; Research and Professional Training Programs on Deafness Sponsored by the Department of Health, Education, and Welfare.
Professional Rehabilitation Workers With the Adult Deaf, Knoxville, Tennessee
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; research projects; professional training; federal aid; deaf; demonstration projects; grants; instructional materials; professional education; teacher education; research directors; agencies; medical research; deaf blind; audition (physiology); rehabilitation programs; directories; Department of Health, Eduaction, and Welfare

Research and professional training programs on deafness sponsored by the Department of Health, Education, and Welfare are introduced and detailed in chart form. The programs are listed according to the Department agencies responsible, including the following divisions of the Social and Rehabilitation Service: the Rehabilitation Services Administration, the Center for Research and Advanced Training in Deafness, the International Program, and the Children's Bureau. Also listed are the programs of the Bureau of Education for the Handicapped within the U.S. Office of Education and of the National Institute of Neurological Diseases and Blindness. (JD)

ABSTRACT 20847

EC 02 0847 ED 017 117
Publ. Date 65 192p.
Charney, Leon; Lacrosse, Edward
The Teacher of the Mentally Retarded.
The John Day Company, Inc., 62 West 45th Street, New York, New York 10036 ($4.95).

Descriptors: exceptional child education; professional education; personnel; mentally handicapped; career opportunities; classroom environment; college programs; educable mentally handicapped; educational programs; financial support; home visits; parent attitudes; professional training; program descriptions; special programs; student teacher relationship; teacher certification; teacher recruitment; trainable mentally handicapped; teacher education

Intended for prospective teachers of mentally retarded children, the text describes the following: the mentally retarded child as he appears to the teacher; a typical day in the classroom and the problems which confront the teacher of mentally retarded children; the teacher's visits to the homes of some of her students and the parental reactions to her visits; and the teacher of the mentally retarded as a professional person. Information is also provided on program organization for educable and trainable retardates, teacher certification requirements in the 50 states, and financial assistance available to persons receiving professional training. A bibliography cites six references. (MU)

ABSTRACT 20888

EC 02 0888 ED 028 586
Publ. Date Apr 68 36p.
Careers in Special Education.
Council for Exceptional Children, Washington, D. C.
EDRS mf
The Council for Exceptional Children, NEA, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC $0.25).

Descriptors: exceptional child education; career opportunities; handicapped children; gifted; mentally handicapped; emotionally disturbed; physically handicapped; visually handicapped; speech handicapped; language handicapped; aurally handicapped; agencies; teacher education; financial support

Intended for juniors and seniors in high school, college students who have not made career decisions, and others, the booklet provides information on careers in special education. The kinds of children involved, ways in which they can be helped, professional preparation, job opportunities, and ways to find out more about the field are described for these areas: mental retardation, gifted, behavioral disorders, physical disabilities, visual handicaps, speech and language disorders, and hearing impairment. New frontiers in special education and the challenge of tomorrow are discussed; a directory of 30 nongovernmental and 15 governmental agencies with interests in exceptional children is provided; and preparation programs and financial aid are mentioned. (RJ)

ABSTRACT 20972

EC 02 0972 ED 033 512
Publ. Date May 68 180p.
The Utilization of Supportive Personnel in Speech Correction in the Public Schools.
Colorado State Department of Education, Denver
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; speech therapy; speech therapists; teacher aids; program evaluation; nonprofessional personnel; administration; standards; language development; speech evaluation; speech handicapped; aurally handicapped; auditory evaluation; teaching methods; teacher attitudes

A pilot program for supportive personnel in speech pathology and audiology began with 3 weeks of formal training. Ten speech aids then worked for 10 weeks in nine school districts. Speech correctionists evaluated the aids and indicated that they were most helpful in articulation and language drills, carry-over activities, ear training, preparation of therapy material, and record keeping. Eleven of 14 correctionists felt that they would like to have the continued services of an aide although many negative attitudes toward aides were in existence (many correctionists felt threatened). The speech aides also evaluated the program; favorable reactions were expressed toward the field of speech correction, and seven aids said they would like to continue their work. Speeches made to the trainees are presented and include the following: public school organization and administration; the role of the speech specialist; professional responsibilities and ethics; child growth, speech, and language development; the speech mechanism; disorders of speech and language and their evaluation and rehabilitation; the hearing mechanism; hearing disorders, evaluation, and rehabilitation; and identification audiometry. (RJ)

ABSTRACT 21044

EC 02 1044 ED N.A.
Publ. Date 69 40p.
Schmidt, Alfred
The Special Child Program; Student Teaching Guide.
California State College, Long Beach, School of Education
EDRS not available
School of Education, California State College, 6101 East 7th Street, Long Beach, California 90801.

Descriptors: exceptional child education; student teaching; student teachers; teaching experience; practicums; teacher evaluation; supervisory activities; teacher placement; teacher education; teacher interns; handicapped children; teaching guides; program planning; teacher role

The guide is designed to be a flexible student teaching program which changes according to individual need. The objectives of the program are discussed as are the policies for placement of student teachers. Suggestions are made concerning the responsibilities of supervisory personnel, lesson planning and implementation, a daily learning plan, evaluation of the student teacher, placement office procedures, and methods of preparing for the first year of teaching. (JM)

ABSTRACT 21105

EC 02 1105 ED 027 386
112p.
A Guide for Attendant Training in Institutions for the Mentally Retarded.
New Jersey State Department of Institutions and Agencies, Trenton, Division of Mental Retardation
Public Health Service (DHEW), Washington, D. C.
EDRS mf,hc
OM-838

Descriptors: exceptional child education; attendant training; curriculum; lesson plans; mentally handicapped; mental retardation; program development; inservice education; institutional personnel

The guide is intended as a stimulus for the establishment of training programs for newly employed attendants and as an aid to the development of on-going inservice training. The instructor should select those subject areas which meet the needs of the institution and its residents. It is expected that additions and deletions will be made. The body of the manual is an outline which indicates the topic and purpose for each lesson and presents in parallel columns suggested content, teaching methods and aids, and reading references in relation to each sub-topic. Lesson topics include: background on mental retardation, growth and development, social and emotional needs, housekeeping in the cottage, safety, civil defense, training, feeding, and clothing the resident, personal health and hygiene, nursing care, common diseases and conditions, body mechanics, leisure time, sex education, religion, discipline, referring problems, and the responsibility of the attendant to the patient. The appendix includes a glossary, bibliography, film list, and list of agencies from which resource materials may be obtained. (JK)

ABSTRACT 21183

EC 02 1183 ED N.A.
Publ. Date Dec 69 9p.
Younie, William J.; Clark, Gary M.
Teacher Education: Personnel Training Needs for Cooperative Secondary School Programs for Mentally Retarded Youth.
EDRS not available
Education and Training of the Mentally Retarded; V4 N4 P186-93 Dec 1969

Descriptors: exceptional child education; mentally handicapped; personnel needs; secondary school teachers; vocational rehabilitation; cooperative programs; vocational counseling; professional training; teacher role; teacher qualifications

Most vocational programs for mentally retarded youth make use of vocational rehabilitation counselors and special education teachers. Often a special education teacher must perform both roles. Four general patterns for handling vocational programs are discussed, and preparatory programs for both special education teachers and vocational rehabilitation personnel are outlined. (Author)

ABSTRACT 21197

EC 02 1197 ED 026 290
Publ. Date Oct 68 30p.
A Model Program for Improving the Education of Preservice and Inservice Teachers of Elementary, Secondary and Exceptional Children in Metropolitan Areas; Interim Report.
Connecticut Universtiy, Storrs, School of Education
EDRS mf,hc

Descriptors: college school cooperation; community involvement; inservice teacher education; methods courses; preservice education; program descriptions; school community cooperation; teacher education; teacher experience; urban education

This interim report (written 4 weeks after the program had begun operation) of the model program describes the procedures to date (staffing, housing, testing, operation of the educational program, and the inservice program for public school personnel), evaluation (including student, cooperating inservice personnel, and outside evaluations), and anticipated modifications. Special features of the program include using community members as

lecturers to interact with the students and serve as liaison with local minority groups, having students live together at a location within the urban community, and coordinating the preservice education program with an inservice program for public school personnel. Included in this report are two outside evaluations (primarily descriptive) of the program which were written by Raymond Budde, University of Maine, and Maureen Lapan, Rhode Island College. Appended is a daily activities log prepared by a student in the preservice teacher education part of the program. This program was the winner of the 1969 American Association of Colleges for Teacher Education Distinguished Achievement Award. (SG)

ABSTRACT 21220

EC 02 1220 ED N.A.
Publ. Date Nov 69 7p.
Dale, D. M. C.
A Suggested Outline Course of Training for Peripatetic Teachers of Deaf and Partially Hearing Children.
EDRS not available
Teacher of the Deaf; V67 N398 P487-93 Nov 1969

Descriptors: exceptional child education; aurally handicapped; teacher education; specialists; home visits; parent teacher cooperation; school social workers; hearing therapists; course content

A 14 or 16 weeks training course is outlined which is designed to give specialist information to visiting teachers whose main functions are to help parents in the home training of their preschool deaf child and to assist children in ordinary schools who wear hearing aids. Contents of the course include the following lecture topics: child development, hearing assessment, hearing and fitting of aids, guidance to parents, diagnostic clinics for children of school age, assistance to children in ordinary schools, assistance to children from schools for the deaf who enroll at secondary schools, liaison between homes and schools and units for deaf and paritally-hearing children, publicity, assistance to children for 2 years after they leave school, and regional planning and relationships with other services. Each major topic is further broken down into relevant subtopic discussions. (WW)

ABSTRACT 21225

EC 02 1225 ED 019 527
Publ. Date Jun 68 30p.
Weintraub, Frederick J., Ed.
Preparation of Special Education Personnel, New Directions and Opportunities. Proceedings of a Conference on the Education Professions Development Act and Its Applicability to Special Education (1st, Washington, D.C., June 13-14, 1968).
Council for Exceptional Children, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; legislation; personnel; professional education; federal programs; handicapped; disadvantaged youth; federal legislation; professional personnel; preschool programs; teacher aides; nonprofessional personnel; financial support; interagency coordination; conference reports; federal aid; Education Professions Development Act

Concerned with the need for and preparation of personnel in special education, the conference proceedings focus on the Education Professions Development Act (EPDA, Public Law 90-35) and the opportunities it provides. James J. Gallagher, Associate Commissioner, Bureau of Education for the Handicapped, discusses the problems to be met in Training Personnel for Special Education. Russell Wood, Deputy Associate Commissioner, Bureau of Educational Personnel Development, describes legislative provisions in EPDA--An Overview. Leonard Lucito, Director of Training Programs, Bureau of Education for the Handicapped, considers the relationship of the Bureau to the EPDA in Coordination for Effective Programming. In addition, the organization of the Bureau of Educational Personnel Development is described, and the major provisions of the EPDA are outlined. EPDA priority areas (and their relationship to special education) explored are the preparation of teacher aides and auxiliary personnel, special and general educators, and personnel for disadvantaged communities and for preschool programs. Information on the possible uses of the EPDA, a statement by the Bureau of Educational Personnel Development, and a list of conference participants are included. (JD)

ABSTRACT 21331

EC 02 1331 ED N.A.
Publ. Date Dec 69 6p.
Smith, Robert M.
Preparing Competent Special Education Teachers.
EDRS not available
Education in Canada; V9 N4 P31-6 Dec 1969

Descriptors: teacher education; teacher improvement; handicapped children; educational needs; teaching skills; teacher certification; paraprofessional school personnel

Two ways of looking at the needs of exceptional children are considered with a focus on providing environments to enable individuals to learn effectively. Problems encountered in placing children in special classes and the status of special class teachers are examined. Suggestions are made for improving teacher education programs in the direction of developing five specific competencies. The process of implementation is described with attention given to teacher certification, the use of paraprofessional personnel, evaluation of teacher performance, and skill maintenance. (RJ)

ABSTRACT 21378

EC 02 1378 ED N.A.
Publ. Date 69 6p.
Nesbitt, John A.
Federal Service: Training and Research in Therapeutic Recreation Service for Handicapped Children: A New Era Begins.
EDRS not available
Therapeutic Recreation Journal; V3 N2 P3-8 2nd Quarter 1969

Descriptors: exceptional child services; recreation; professional education; handicapped children; research needs; professional personnel; recreational programs; educational needs; legislation

Public Law 90-170, an amendment to Title V which provides for the training of physical education and recreation personnel, is discussed. Major guidelines for training and institutions which received planning awards are listed. A conference concerning research and demonstration needs in physical education for the handicapped is considered, and six recommendations which emerged are described. Also mentioned are national leaders who helped to develop the new training and research program as well as persons instrumental in earlier efforts. (RJ)

ABSTRACT 21415

EC 02 1415 ED N.A.
Publ. Date Dec 69 4p.
Hart, Verna
The Blind Child Who Functions on a Retarded Level: The Challenge for Teacher Preparation.
EDRS not available
New Outlook for the Blind; V63 N10 P318-21 Dec 1969

Descriptors: exceptional child education; multiply handicapped; teacher education; visually handicapped; mentally handicapped; teacher characteristics; teacher education curriculum; student teaching

The needs and steps in teacher preparation for those dealing with multiply handicapped students are discussed. Described is the teacher program at Peabody College including techniques for programing learning situations, prescriptive teaching, establishing priorities and using other staff. The needs for a structured program, the cooperation of parents, and student evaluation are emphasized. The Peabody master's degree program with a practicum included is outlined. (JM)

ABSTRACT 21485

EC 02 1485 ED 034 363
Publ. Date Apr 69 62p.
Hebeler, Jean R.; Simms, Betty H.
In-Service Program for Teachers of Educable Mentally Retarded Children. Final Report.
Maryland University, College Park
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-5-0407-4-11-3
BR-5-0407

Descriptors: exceptional child research; inservice teacher education; internship programs; program evaluation; teacher education; teacher attitudes; classroom environment; teacher behavior; teacher evaluation; curriculum evaluation

To extend and modify university teacher education to meet the needs of noncertified special class teachers, to improve the classroom program and to provide the opportunity for certification, 26 teachers took part in a 2 year educational program. Formal course work was combined with internship activities in which actual classroom assistance was provided by university or school system personnel. Case studies were used for study and actual practice. As a result of this program all teachers were certified; the merging of formal courses and internship was successful in 24 out of the 26 cases; and problems were dealt with generally in classes and more specifically by classroom visits. Alternative teaching methods and materials were explored, and most of the group came to value a functional curriculum and the development of new skills based on sequential steps. References, an appendix, and a list of tables are included. (Author/JM)

ABSTRACT 21488

EC 02 1488 ED 034 366
Publ. Date Jun 69 91p.
An Experimental Study of the Clinical Acquisition of Behavioral Principles by Videotape Self-Confrontation. Final Report.
Denver University, Colorado
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-8-071319-2814
BR-7-1319

Descriptors: exceptional child research; video tape recordings; self evaluation; speech therapists; feedback; teacher education; behavior change; reinforcement; evaluation methods; student evaluation; student attitudes

To determine the effect of videotape self-confrontation as a training device for speech clinicians, 30 students participated in a 12 month study. Ten experimental subjects were assigned to single confrontation, 10 to double confrontation, and 10 were control subjects. Each confrontation subject used a therapy matrix and scored his therapy session as he observed it. Each double confrontation subject was videotaped while completing the same process; he then watched himself watching himself. The student was able to study the sequence of events and the responses of himself and his clients. There was little difference between the single and double confrontation for most students, but for those with relatively poor self concepts significant shifts were made toward higher self esteem in double confrontation. A significant decrease in the number of negative reinforcements used in therapy was noted but there was no difference in the number of positive reinforcements used by the experimental subjects. Tables of findings, implications for the future, and appendixes are included. (Author/JM)

ABSTRACT 21508

EC 02 1508 ED 030 669
Publ. Date Jun 69 53p.
Phillips, Lottie
A Study of the Preparation of English Teachers for the Teaching of Slow Learners. Interim Report.
Illinois State-Wide Curriculum Study Center in the Preparation of Secondary English Teachers (ISCPET), Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-5-10-029
BR-5-0789

Descriptors: exceptional child research; English instruction; low ability students; personality studies; personal values; slow learners; student teacher relationship; teacher attitudes; teacher background; teacher behavior; teacher education; teacher education curriculum; teacher evaluation; teacher influence; teacher qualifications; teaching skills; Project English

This study investigated the personal and academic qualifications essential for successfully teaching high school English to slow learners, and attempted to outline a curriculum that would foster the traits found desirable. Information was gathered from extensive reading by the investigator, questionnaires completed by 475 school administrators, questionnaires completed by 451 successful teachers of slow learners, and two workshops conducted at Olivet Nazarene College (Kankakee, Illinois). The administrators indicated strongly that the individual teacher's personality, professional or religious commitment, and philosophy of life directly affected successful teaching of the slow learner. The teachers surveyed found themselves very poorly prepared in sociology, anthropology, social welfare, psychology, and the cultural and behavioral patterns of the slow learner; and somewhat deficient in training in language, composition, reading instruction, adolescent literature, and methods of teaching English. The principal value of the study was in revealing the need for teacher-training courses to improve the instruction and understanding of slow learners. An extensive bibliography and the questionnaires are appended. (Author/LH)

ABSTRACT 21560

EC 02 1560 ED N.A.
Publ. Date 69 49p.
McGahan, F. E.; McGahan, Carolyn
The Paraprofessional Teacher in Action.
Northeast Texas Educational Services, Inc., Paris
EDRS not available
Learning Designs, P. O. Box 234, Manchester, Missouri 63011.

Descriptors: exceptional child education; learning disabilities; paraprofessional school personnel; teacher aides; staff role; remedial instruction; supervisory activities; learning activities

Designed as a guide for the paraprofessional teacher, the text offers hints and proposes activities for enabling the aid to fulfill her role effectively. Discussed are the dynamics and attitudes of the paraprofessional, hints for acquiring the best attitudes, personal mental health, understanding important terminology, work responsibilities, and the developmental learning continuum. Other areas that the paraprofessional must comprehend are knowing and coping with social and emotional factors which interfere with learning, knowing and coping with low potential factors, and understanding and remediating gross motor difficulties and fine motor factors that interfere with learning. (JM)

ABSTRACT 21704

EC 02 1704 ED N.A.
Publ. Date Apr 69 6p.
McClaskey, Harris C.
Education of Librarians for Work with Exceptional Children.
EDRS not available
Top of the News; V25 N3 P273-8 Apr 1969

Descriptors: exceptional child education; library services; professional education; personnel; library programs; handicapped children; library specialists

The need of exceptional children for library services is discussed; also discussed are professional preparation and inservice education of the librarian planning to work with exceptional children. Educational and research needs are described; federal development programs are listed. (LE)

ABSTRACT 21767

EC 02 1767 ED 035 146
Publ. Date Aug 69 47p.
Hensley, Gene; McAlees, Daniel
Special Education in the West; Report of a Regional Survey by the Western Interstate Commission for Higher Education.
Western Interstate Commission for Higher Education, Boulder, Colorado
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; personnel needs; incidence; teacher education; professional education; state surveys; special education teachers; student enrollment; teacher supply and demand; state programs; statistical data; Western States

The report is based on a survey conducted in 1968 and 1969, involving university and state special educators in 13 western states, which provided estimates of need, demand, and supply of special education personnel. Data is supplied for the following: number of children in the west receiving special education in 1967-68, incidence of exceptionalities, number of special educators employed in 1968-69, training programs offered in each area during 1968-69, and sequences of training programs (1967-68) by colleges and by area of exceptionality. A related table presents this information for 1958-59. Fulltime enrollments in western training programs and special degrees granted and sequences completed are shown for the decade 1958-1968. The number of students receiving financial support in

1967-68 and the numbers of faculty in 1968-69 and 1958-59 are reported. Summary sheets for each individual state are also included. (RJ)

ABSTRACT 21782

EC 02 1782 ED 034 911
Publ. Date Dec 69 57p.
Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs.
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Papers Presented at the Special Conference on Early Childhood Education, New Orleans, Louisiana, Dec. 10-13, 1969.

Descriptors: exceptional child education; early childhood education; paraprofessional school personnel; inservice education; teacher aides; educational programs; course content; course objectives; program evaluation; teacher role; conference reports

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children. (RJ)

ABSTRACT 21821

EC 02 1821 ED N.A.
Publ. Date Feb 70 7p.
Gottfried, Nathan W.; Jones, Reginald L.
Teacher Education: Noncognitive Correlates of Satisfaction in Teaching Educable Mentally Retarded Children.
EDRS not available
Education and Training of the Mentally Retarded; V5 N1 P37-43 Feb 1970

Descriptors: exceptional child research; teacher attitudes; job satisfaction; special education teachers; educable mentally handicapped; psychological needs; elementary school teachers; secondary school teachers

Sixty-four teachers of educable mentally retarded children completed a measure of work satisfaction and the Stern Scales of Unconscious Motivation for Teaching. Two hypotheses were tested: teachers who possess certain needs will experience more work satisfaction in teaching the EMR than those possessing other needs, and greater congruence between underlying needs and manifest attitudes will take place among satisfied than among dissatisfied teachers. Significant differences between mean scores of satisfied and dissatisfied elementary teachers were found on the Nondirective, Preadult Fixated, Orderly, and Exhibitionistic gratification scales. Greater congruence between attitude and gratification among satisfied teachers was found at the elementary level. Analysis of variance indicated that the interaction between satisfaction level and teaching level obscured some important differences between satisfied and dissatisfied groups. (Author)

ABSTRACT 21842

EC 02 1842 ED N.A.
Publ. Date (68) 24p.
College of Health Related Professions.
Florida University, Gainesville, College of Health Related Professions
EDRS not available
College of Health Related Professions, Florida University, Gainesville, Florida 32601.

Descriptors: exceptional child services; handicapped children; professional education; professional occupations; health services; administrative personnel; psychology; medical technologists; occupational therapy; physical therapy; rehabilitation counseling; communication problems; Florida

The concept of training health professionals in an interdisciplinary environment at the University of Florida's College of Health Related Professions is discussed. Teamwork and interprofessional communication and education are stressed for each of the related fields. Professions described by needs and training are clinical psychology, health and hospital administration, medical technology, occupational therapy, physical therapy, and rehabilitation counseling. Also outlined are communicative disorders, the rehabilitation research institute, and the J. Hillis Miller Health Center. (JM)

ABSTRACT 21904

EC 02 1904 ED N.A.
Publ. Date Feb 70 6p.
Prouty, Robert W.; Prillaman, Douglas
Diagnostic Teaching: A Modest Proposal.
EDRS not available
Elementary School Journal; V70 N5 P265-70 Feb 19

Descriptors: diagnostic teaching; teacher education; models

Operational steps in the use of the services of a diagnostic teacher are outlined, and support needed from the principal is described. Minimal criteria which must be met by the schools in order to have a diagnostic teacher program are set forth and include a classroom, an understanding principal and faculty, and awareness of the need for continuing evaluation and growth. Also discussed is the education of diagnostic teachers with focus on programs in Washington, D.C. (RJ)

ABSTRACT 22004

EC 02 2004 ED 036 017
Publ. Date May 69 88p.
Goodman, Elizabeth M.
Directory of Programs for the Education of Handicapped Children in the U.S. Office of Education.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; program descriptions; directories; federal aid, special services; agency role; program development; grants; program administration; federal legislation; professional education; teacher education; research projects; educational programs; construction programs; U.S. Office of Education

The directory identifies the responsibilities and programs for the education of handicapped children by the U.S. Office of Education and describes the purpose, size, and scope of effort of these programs. The major section of the document covers divisions within the Bureau of Education for the Handicapped, the Bureau of Elementary and Secondary Education, and the Bureau of Higher Education. Other bureaus covered are Adult, Vocational, and Library Programs, Educational Personnel Development, Research, and the Office of Construction Service. The role of each bureau or division is discussed. Types of benefits and responsibilities are tabulated for each program and the piece of legislation which goes with it. An alphabetical index to programs and a categorical index are also included. (RJ)

ABSTRACT 22071

EC 02 2071 ED 032 999
Publ. Date Mar 69 49p.
Schwartz, Lita Linzer
Survey of Certification Requirements for Teachers of Children with Learning Disabilities.
EDRS mf,hc
Paper Presented at the Conference of the Association For Children With Learning Disabilities (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child research; handicapped students; learning disabilities; special education; special education teachers; state surveys; teacher certification; teacher education; universities

The results of a survey of certification requirements for teachers of children with learning disabilities is reported in two parts: responses from 45 state and 9 provincial departments of public instruction in the United States and Canada and responses from 26 colleges and universities. The states are listed alphabetically, and information is summarized and, when appropriate, is directly quoted along with the responding source. The programs for children with learning disabilities, which varied greatly from state to state, are classified under a variety of categories in the different states, including learning disabilities, mentally retarded, emotionally disturbed/socially maladjusted, orthopedically handicapped, multiple disabilities/otherwise handicapped, and speech pathology/deaf. Of the 55 states and provinces responding, 34 states (62%) reported certification or endorsement requirements in the above areas. From the state surveys, requests

for course descriptions were made to those colleges and universities mentioned, and their programs are summarized alphabetically according to college within the state. (CM)

ABSTRACT 22197

EC 02 2197 ED 037 849
Publ. Date 69 84p.
Ashmore, Lear, Ed.; Hanson, Grace, Ed.
Proceedings of the Conference on Undergraduate Preparation for Professional Education in Speech Pathology and Audiology (New Orleans, Louisiana, February 24-26, 1969).
American Speech and Hearing Association, Washington, D. C.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: professional education; audiology; speech pathology; undergraduate study; conference reports; communication problems; speech therapists; audiologists; professional occupations; college curriculum; college programs; curriculum development; personnel evaluation; standards; aurally handicapped; speech handicapped; professional training

The description of the conference of the American Speech and Hearing Association is introduced by a discussion of the background and procedures used in the conference. The general areas dealt with in the discussions were the necessary skills and knowledge of speech pathologists and audiologists, the improvement of professional education curricula, and methods of determining professional competency. Group discussions summarized cover education at the B.A. level, more flexible undergraduate programs, programs to develop various skills to be used in a multidisciplinary approach, a delineation of the basic knowledges needed, programs for paraprofessionals, the functions of the clinical practitioner, and standards of necessary experience and degree levels. Evaluation questionnaires on the structure and content of the conference, a list of participants, and a list of distributed materials are included. (JM)

ABSTRACT 22227

EC 02 2227 ED 037 879
Publ. Date Feb 70 23p.
Project for Preparing Teacher Aides to Facilitate a Tutorial Reading Program with Emphasis on Perceptual Training for Primary School Age Children of Low Socioeconomic Status. Final Report.
Vigo County School Corporation, Terre Haute, Indiana, Department of Pupil Personnel Services
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; remedial reading programs; tutorial programs; teacher aides; educational programs; volunteer training; program guides; child development; primary education; perceptual motor learning

Described is a training program to prepare teacher aides to tutor in a remedial reading program for children of low socioeconomic status. Instruction emphasized early childhood growth and development, visual motor perception training, language and auditory development, and emotional and social development. Trainee selection, the training program, its use in the regular school program, an evaluation of the project, and recommendations are discussed. The course curriculum, with suggested teaching techniques, materials, and approaches to classroom management, is included. (JM)

ABSTRACT 22318

EC 02 2318 ED N.A.
Publ. Date Aug 68 59p.
An In-Service Demonstration Program for Non-Special Education Personnel to Utilize Special Education Procedures in Working with Exceptional Children. Final Report.
Pennsylvania State University, University Park, Department of Special Education
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS not available
Department of Special Education, Pennsylvania State University, University Park, Pennsylvania 16802.

Descriptors: exceptional child education; mentally handicapped; inservice teacher education; educable mentally handicapped; music education; art education; supervisory training; teacher workshops; demonstrations (educational); participant satisfaction; program evaluation

To involve art and music teachers and supervisors in special education activities with educable retardates, three lead teachers, a teacher's aide, and 17 participant-observers took part in a project. At first the lead teachers conducted morning sessions with children while critiques were held in the afternoons. For the remainder of the 2 weeks small or whole group sessions were conducted in the mornings by the participant-observers. (These morning activities and comments on them are listed.) Each participant submitted an evaluation which included a description of their attitudes toward the retarded prior to the project and the extent to which the experience increased their knowledge or ability to work with the children. The majority favored an expansion of the inservice training and a more comprehensive orientation. Those who had little experience with EMR children reported a positive change in their understanding of the children. It was felt that non-special education personnel could benefit from such a workshop enough to be more effective in working with the retarded. (RJ)

ABSTRACT 22347

EC 02 2347 ED N.A.
Publ. Date Mar 70 11p.
Conine, Tali A.; Ramsden, Elsa L.
Master's Degree Programs in Physical Therapy.
EDRS not available
Physical Therapy; V50 N3 P365-76 Mar 1970

Descriptors: physical therapy; masters degrees; degree requirements; professional education; graduate study

Data on graduate physical therapy programs was compiled by studying course descriptions at eleven universities and by gathering information on entrance requirements, types of degrees, and graduation requirements such as exams, research projects, or theses. Considerable diversity was found in these areas, and the similarity between undergraduate and graduate courses was found to be striking. (RJ)

ABSTRACT 22408

EC 02 2408 ED N.A.
Publ. Date 70 303p.
Berger, Milton M., Ed.
Videotape Techniques in Psychiatric Training and Treatment.
EDRS not available
Brunner/Mazel, Inc., Publishers, 80 East 11th Street, New York, New York 10003 ($15.00).

Descriptors: emotionally disturbed; psychotherapy; psychiatry; video tape recordings; television; technology; training techniques; professional education

The collection of papers on the use of videotapes in psychiatric training and therapy includes discussions on the history and techniques of videotape therapy, training and supervision in psychotherapy, and the use of television as a treatment tool in hospitalized patients, individuals, and group therapy situations. Also described are the legal, moral, and ethical considerations of the technique and the technical and artistic aspects involved. Bibliographies and glossaries are provided. (JM)

ABSTRACT 22489

EC 02 2489 ED N.A.
Publ. Date 69 311p.
Tuckman, Bruce W., Ed.; O'Brian, John L., Ed.
Preparing to Teach the Disadvantaged.
EDRS not available
Free Press, 866 Third Avenue, New York, New York 10022.

Descriptors: exceptional child education; disadvantaged youth; teacher education; teacher programs; social psychology; social characteristics; educational philosophy; anthropology; guidance counseling; masters degrees; manpower development; institutes (training programs); urban education; learning experience; educational programs

Designed to suggest programs for the training of teachers for disadvantaged youth, the text offers a variety of college designs. Described are the teacher and the psychology of the culturally deprived, an anthropological view of poverty, a sociological perspective on teacher education, explorations in the role of

youth guidance, and special education for teachers of disadvantaged youth. Other programs discussed are concerned with an educational perspective of the teacher of the disadvantaged, meeting the needs of disadvantaged youth in a disciplinary school, job oriented learning experiences, and manpower development training. Papers also offer suggestions for a Master's degree program for teachers of the disadvantaged, a human relations institute, the Project Beacon training program, and a Master's degree in urban education and total mobilization of resources for change. (JM)

ABSTRACT 22527

EC 02 2527 ED 038 797
Publ. Date Dec 69 22p.
Mahler, Donald and Others
A Color Sound Film to Illustrate the Use of New Materials and Techniques in Teaching Emotionally and/or Neurologically Handicapped Minors. Final Report.
California State Department of Education, Sacramento
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-8-070986-1814(032)
BR-7-0986

Descriptors: exceptional child education; protocol materials; emotionally disturbed; learning disabilities; teaching methods; neurologically handicapped; special classes; instructional films; sound films; color presentation; teacher education

A color sound film was developed to illustrate new materials and techniques of working with emotionally and/or neurologically handicapped students in special classes. Designed to stimulate discussion and self study, the film utilized actual students and their teachers, who had been using the new approaches as part of their usual instructional program. Restructuring provided lead-ins and narration to promote viewer analysis. The film was shown to trial groups and used in university and inservice programs. Over half of the document consists of an appended film guide to be used before viewing the film. The guide explains the purpose of the film, presents guidelines to use with it, and makes specific suggestions for discussion. (JD)

ABSTRACT 22544

EC 02 2544 ED N.A.
Publ. Date May 66 24p.
Pickens, Alex L., Ed.
Educational Perspectives.
University of Hawaii, Honolulu
EDRS not available
Educational Perspectives; V5 N2 P1-24 May 1966

Descriptors: exceptional child education; state programs; personnel; professional education; teacher education; administrative organization; teachers; administrators; community agencies (public); social workers; parent counseling; institutions; handicapped children; vocational rehabilitation; hospital schools; psychologists; Hawaii

Devoted entirely to a presentation of the developing programs to serve Hawaii's exceptional children, the journal contains 12 articles by individual authors. Special education programs at the University of Hawaii and the student teacher in special education are discussed. Also treated are the roles of the state department of education, the administrator, the psychologist, the teacher, the Waimano Training School and Hospital, the agency of the Hawaii Association to Help Retarded Children, and the social worker in counseling parents of the mentally retarded. Vocational rehabilitation of the handicapped worker is considered, and interdisciplinary approaches to chronically and orthopedically handicapped children are described. (JD)

ABSTRACT 22750

EC 02 2750 ED 039 692
Publ. Date 70 41p.
Del Tufo, Anthony F.
The Role of the Learning Disability Teacher-Consultant.
EDRS not available
Director, Learning Disability Center, 87 West Oakwood Avenue, Livingston, New Jersey 07039 ($2.00).

Descriptors: exceptional child education; learning disabilities; teacher role; educational diagnosis; interdisciplinary approach; consultants; teacher qualifications; instructional materials; evaluation methods

The booklet discusses the history of learning disabilities (LD), the role of the LD teacher consultant as educational diagnostician, as a member of the interdisciplinary team, and in the school system, and guidelines for qualifications of LD teacher consultants. Also included are lists of educational tests, remedial materials, a glossary of terms, a bibliography, a table of diagnosis and remediation of functions, and a case study data form. (JM)

ABSTRACT 22936

EC 02 2936 ED N.A.
Publ. Date 64 13p.
Milazzo, Tony C.; Blessing, Kenneth R.
The Training of Directors and Supervisors of Special Education Programs.
EDRS not available
Exceptional Children; V31 N3 P129-41 Nov 1964

Descriptors: exceptional child education; professional education; administration; college programs; graduate study; objectives; national surveys; administrative personnel; coordinators; federal legislation

The report of the National Association of State Directors of Special Education on the preparation of administrators and coordinators of programs for exceptional children is reviewed. A point of view on the training of such personnel is presented (including major premises, criteria for accreditation, and levels of leadership training). Current educational practices in such training are surveyed (content, staff, and internships). A statement of the goals adopted by NASDSE in this area conclude the article. (KW)

ABSTRACT 22982

EC 02 2982 ED N.A.
Publ. Date Sum 70 4p.
Juliar, Helen
A Model for Relating an IMC to a Teacher Education Program.
EDRS not available
Exceptional Children; V36 N10 P753-6 Sum 1970

Descriptors: exceptional child services; handicapped children; instructional materials centers; teacher education

Described are the attempts of the Special Education Instructional Improvement Laboratory at the University of Minnesota to redefine the traditional IMC functions and to become a model for teacher education institutions. Expanded opportunities in service, research, search, development, and dissemination are the laboratory's goals. (Author)

ABSTRACT 23013

EC 02 3013 ED N.A.
Publ. Date Jan 68 7p.
Williams, Frank E.
Teacher Competency in Creativity.
EDRS not available
Elementary School Journal; V68 N4 P199-205 Jan 1968

Descriptors: creativity; creative development; divergent thinking; creative activities; student creativity; inservice teacher education; elementary school teachers

The need for training programs to aid teachers in developing the creative potential of school children, to familiarize them with the latest research findings in productive and divergent thinking, and to assist in translating research studies into action programs is cited. The results of an inventory, The Information Awareness Checklist, administered to one hundred teachers in Illinois and Minnesota, is reported. Results indicated that teachers lack knowledge about research findings and availability of new materials but they showed insight about desirable concepts on classroom practices for evoking creative thinking. A national pilot project for inservice training of selected groups of teachers across the country in the development of creative talent among elementary school children is described. Six tables provide statistical information. (KW)

ABSTRACT 23057

EC 02 3057 ED N.A.
Publ. Date 55 109p.
Mackie, Romaine P.; Dunn, Lloyd M.
Teachers of Children Who are Blind.
Office of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($.40).

Descriptors: exceptional child research; visually handicapped; professional education; teacher background; teacher characteristics; teaching skills; teacher

evaluation; special education teachers

The study, part of a larger nationwide study on the Qualification and Preparation of Teachers of Exceptional Children, reports on the distinctive competencies and experiences needed by teachers of blind children. The findings include a statement of competencies needed by teachers as determined by a committee of seven leaders in the education of the blind. A series of inquiry forms gathered opinions from 201 special educators (100 superior classroom teachers of the blind, 56 state and 45 local directors and supervisors of special education), which are reported. The list of competencies are evaluated by the 100 teachers, and a comparison is made of competencies described by committee members and those rated by the teachers. Also included is an appraisal of the effectiveness of some inservice teachers of the blind (by the teachers themselves and by supervisors of special education), an evaluation of professional experiences needed, a summary of findings, and some implications for planning and additional research. Appendixes include information related to the larger study on the preparation of teachers of exceptional children, information about the 100 teachers of the blind queried, information on statistical procedures and results, and excerpts from inquiry forms. (KW)

ABSTRACT 23062

EC 02 3062 ED N.A.
Publ. Date 57 97p.
Mackie, Romaine P. and Others
Teachers of Children Who Are Mentally Retarded.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.45).

Descriptors: exceptional child research; mentally handicapped; teacher qualifications; curriculum; teaching methods; instructional materials; teacher evaluation; teacher education; teaching experience; student teaching; rating scales

To develop a list of competencies needed by teachers of the mentally retarded, successful teachers evaluated the importance of specific competencies and evaluated their own proficiency. New teachers were rated by state and local personnel on another list of competencies; generalized experiences in teacher education were rated by teachers; and importance of regular classroom experience and student teaching of the mentally retarded were rated by the teacher and state, local, and college personnel. A second list of competencies was prepared by specialists. Findings showed that competencies on both the specialist prepared list and the experienced teacher prepared list fell into certain similar groupings. All but six of the 100 competencies were rated important or very important. Teachers rated themselves more proficient on more important competencies. Teacher education experiences ranked highest were student and on-the-job teaching of retarded children, general teacher preparation, and teaching normal children. All groups recommended teacher education programs in mental retardation provide for student teaching of the mentally retarded. Orientation to education of other exceptional children should be provided. Additional findings and implications are included, along with tables and graphs. (MS)

ABSTRACT 23104

EC 02 3104 ED N.A.
Publ. Date 67 66p.
Kirtley, Dorinda and Others
Supervision of Student Teaching in Speech and Hearing Therapy.
Indiana Department of Public Instruction, Indianapolis, Division of Special Education;
Office of Education (DHEW), Washington, D. C.
EDRS not available
OEG-2-7-003407-3407
Division of Special Education, State Department Of Public Instruction, Room 401 State House, Indianapolis, Indiana 46204.
Proceedings of an Institute Held in West Lafayette, Indiana (June 5-8, 1967).

Descriptors: exceptional child education; aurally handicapped; speech handicapped; speech therapy; auditory training; evaluation; student teachers; role perception; supervisory methods; learning theories

Because of the need for further exploration of the student teaching experience as it relates to the total training program, the Institute was organized to bring together individuals from a variety of employment settings to develop guidelines for use in planning future student teaching programs in speech and hearing. Contributions contained in this manual include discussions of new directions in student teaching by H. Gardner, student teaching in speech and hearing, past, present, and future by J. Anderson, learning theory applied to the therapy process by J. Griffith, and the evaluation process by B. Wilson. Participants of the Institute met for small group deliberations and their findings on problems concerning the student teaching experience are included. Appendixes contain an evaluation form, the Institute program, and the list of participants. (GD)

ABSTRACT 23162

EC 02 3162 ED 039 387
Publ. Date Apr 70 119p.
Preparation of Personnel. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; professional education; nonprofessional personnel; teacher education; behavior; learning disabilities; administrative personnel; diagnostic teaching; intervention; educational innovation; conference reports

The report of the 1970 convention of the Council for Exceptional Children includes a workshop on the need for teacher training in the behavioral and learning disability areas. The workshop proceedings discuss innovations in teacher training by James T. Tompkins and George T. Donahue, a prescriptive teaching system by Laurence J. Peter and Keith H. Sharpe, and a crisis model of teacher training by Nocholas Long. Topics also concern the future of training administrators by Daniel D. Sage, the movement of nonprofessional personnel to teaching positions by Marlys M. Mitchell, and the training of professionals and paraprofessionals in early intervention with atypical infants by Mary Ann Newcomb. (JM)

ABSTRACT 23194

EC 02 3194 ED N.A.
Publ. Date 66 10p.
Adams, Martha
Professional Education of Nurses to Care for Children Who Are Retarded.
EDRS not available
International Journal of Nursing Studies; V3 P181-90 Dec 1966

Descriptors: exceptional child education; mentally handicapped; nurses; nursing; professional education; professional personnel; health personnel; pediatrics

Responsibilities of nurses in caring for the mentally handicapped mentioned are prevention, early case finding, followup care, counseling, and concern with community supportive services. The nursing assessment and plan of action are discussed and reports of students involved in work with children are provided. Feelings students had about the children and an example of a method for teaching self feeding are discussed. Also discussed is teacher behavior in preparing nurses. (RJ)

ABSTRACT 23216

EC 02 3216 ED N.A.
Publ. Date 61 124p.
Mackie, Romaine P. and Others
Teachers of Crippled Children and Teachers of Children with Special Health Problems.
Office of Education (DHEW), Washington, D. C.
EDRS not available
Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.50).

Descriptors: exceptional child research; physically handicapped; special health problems; special education teachers; teacher background; teacher characteristics; professional education

A committee of specialists in the education of physically handicapped children and specialists in the education of children with special health problems reported on the competencies needed by teachers in each area. Also, inquiry forms were completed by such teachers (150 teachers of the physically handicapped, 85 teachers of children with special health problems), by state department of education personnel, supervisors in local school

systems, and university faculty members involved in this field of education. Reported are the teachers' self-appraisal in each competency area and an evaluation of recently prepared teachers by state and local supervisory personnel. Special abilities needed by the teachers are delineated, and personal characteristics, such as emotional stability, physical stamina, and acceptance of realistic goals, are emphasized. Teachers suggest they are best prepared to modify the curriculum and use specialized teaching methods and materials, and are least prepared to cope with social and emotional problems. Experiences which the teachers thought would be valuable in professional preparation are listed. Implications of the findings are discussed. Appendixes include background information about the participating teachers, statistical procedures and results, excerpts from inquiry forms, and additional tables. (KW)

ABSTRACT 23254

EC 02 3254 ED 001 634
Publ. Date Jan 65 43p.
A Training Institute for Differentiation and Remediation of the Learning Problems of Culturally Impoverished Children.
Bank Street College of Education, New York, New York;
President's Committee on Juvenile Delinquency, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; disadvantaged youth; professional education; cognitive processes; culturally disadvantaged; psychoeducational processes; inservice teacher education; elementary grades; supervisors; teachers; counselors; teacher responses; changing attitudes; classroom communication; student teacher relationship; learning difficulties; Bank Street College of Education (New York)

The current Institute program evolved from a translation of fundamental concepts of the teaching-learning process developed by Bank Street College. The psycho-educational method was based upon the premises that intellectual functioning is limited by particular patterns of emotional response and that these cognitive factors interact to support or handicap healthy growth. A year-long training program for school personnel was initiated in disadvantaged areas of four large cities where action programs, supported by the President's Committee on Juvenile Delinquency and Youth Development, were located. The training program plan involved an intensive 4 weeks session of training-in-residence for 40 elementary school teachers, guidance counselors, and supervisors from Boston, Cleveland, New York, and Washington, D.C. This intensive period was supplemented and reinforced throughout the year with planned group interaction sessions, visits, and consultations in each city by Institute staff, and with a final two-day conference at Bank Street College designed to stimulate participants to new and redirected involvement. The entire focus of the Institute was on enabling trainees to better analyze aspects of their own schools or classrooms. Reported gains were made in the greater psychological knowledge of causes of learning failure, the exactness of appropriate method, and the meaning of true communication between pupils and the teacher. (UK)

ABSTRACT 23284

EC 02 3284 ED N.A.
Publ. Date 57 42p.
Cruickshank, William M.; Haring, Norris G.
Assistants for Teachers of Exceptional Children.
EDRS not available
Syracuse University Press, Box 8, University Station, Syracuse, New York 13210 ($2.50).

Descriptors: exceptional child education; handicapped children; teacher aides; training; demonstration programs; paraprofessional school personnel

A method is outlined for recruiting, training, and using aides for the administrative tasks which take so much of the time of teachers of exceptional children. Described is a demonstration project in three settings (regular classrooms, special classrooms, itinerant teacher services) which served children with various handicaps. Cooperating teachers participated in formal and informal evaluation activities. The conclusion was reached that teacher assistants can be used effectively to enrich instructional programs for exceptional children. Thirty pictures illustrate various facets of the program. (DF)

ABSTRACT 23293

EC 02 3293 ED 038 548
Publ. Date Mar 70 65p.
Education of Handicapped Children Scholarship Program.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; professional education; scholarships; federal programs; directories; fellowships; federal aid; training allowances; summer programs; undergraduate study; graduate study; institutes (training programs); handicapped children

The document is designed to assist individuals seeking federal scholarships for professional training in the education of handicapped children. Information is provided defining handicapped children, the purposes of scholarships, types of scholarships available, and payment of tuition and fees. Also, details are given regarding who may receive a scholarship and how and where to apply. A directory lists state educational agencies and institutions of higher learning offering federal scholarships. Entries, arranged by state or territory, specify scholarship award areas and types of scholarships available. (JD)

ABSTRACT 23353

EC 02 3353 ED N.A.
Publ. Date 65 27p.
Bachtold, Louise M., Comp.
A Demonstration Center with Differential Programs for Gifted Pupils. Report of a Pilot Summer Session Workshop-Demonstration, 1964. California Project Talent, Program Administration, April 1965.
Office of Education (DHEW), Washington, D. C., Cooperative Research Program
EDRS not available
California State Department of Education, Division Of Special Schools and Services, 721 Capital Mall, Sacramento, California 95814.

Descriptors: exceptional child research; gifted; teacher education; inservice teacher education; curriculum planning; identification; program planning; teaching methods; accelerated programs; enrichment programs; counseling instructional programs; program evaluation; California Project Talent

As part of a summer session program joining inservice training and university courses, 28 teachers participated in 4 weeks of workshop activities and observed three demonstration classrooms of gifted pupils in acceleration, enrichment, and counseling-instructional programs. Curricular provisions suited to the gifted were stressed; instruction was given on identification procedures, curriculum planning based on case study information, methods of stimulating productive thinking, and program construction. Participant reactions were generally favorable. Pupil application forms, the workshop's announcement brochure, and the evaluation questionnaire are appended; descriptions of the three demonstration classes, comprising one-half of the document, are included. (DS)

ABSTRACT 23434

EC 02 3434 ED 041 405
Publ. Date Mar 68 103p.
Suchman, J. Richard; Carlson, Sybil B.
Demonstration Center: Part II-Elementary School Programs in Scientific Inquiry for Gifted Students.
Illinois University, Urbana, Research Board
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-3-10-101

Descriptors: exceptional child research; gifted; teaching methods; inquiry training; program evaluation; demonstration centers; audiovisual aids; instructional films; inservice teacher education; summer institutes; program descriptions; questioning techniques; teacher characteristics

To disseminate inquiry training methods and materials, the project produced instructional films on the methods, prepared a teacher's manual, and conducted an institute to train teachers and administrators in the procedures. Twenty educators from 11 school districts were enrolled in the summer institute as team

members and were trained for 4 weeks through seminars, class demonstrations, group discussions, and individual conferences. Teams then returned to their districts where they conducted inquiry training classes with at least one group of gifted elementary or junior high students. Provisions were made for visitors to attend classes, for special demonstrations, and for additional dissemination. Conclusions were that the teams stimulated interest within various school districts and gained experience in conducting inquiry sessions; they also aroused public approval as parents and others requested the continuation of the programs. Most of the districts have continued the training and many have reshaped their programs. Teacher characteristics which were found to be influential were flexibility, objectivity, willingness to turn over the process to the children, sympathy for the process, awareness of children's cognitive needs, and competence in the subject. (RJ)

ABSTRACT 23456

EC 02 3456 ED 041 420
Publ. Date 69 92p.
Cohen, Julius S., Ed.
Manpower and Mental Retardation: An Exploration of the Issues. Proceedings of the Banff International Conference (Banff, Alberta, Canada, June 23-25, 1969).
Canadian-United States Joint Study Group on Mental Retardation
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; personnel; professional education; manpower needs; conference reports; personnel needs; international programs; manpower utilization; Banff International Conference on Manpower in Mental Retardation

Presented are the proceedings of the 1969 Banff International Conference on Manpower in Mental Retardation. The opening and keynote addresses discuss utilization of personnel, estimating manpower shortages, sources of more personnel, and means of obtaining more effective recruiting and more productive field personnel. An introductory statement and discussion highlights are recorded for each of the following areas: problems in training program development, training basic and supportive personnel, and international and interuniversity relationships. A summary discussion and list of conference invitees are included. (KW)

ABSTRACT 23557

EC 02 3557 ED 042 290
Publ. Date Nov 69 37p.
The Role of the Public School Administrator Related to Special Education Programs. Proceedings of the Special Study Institute (Westchester County, New York, November 13-15, 1969).
State University of New York, Albany, State Education Department
EDRS mf,hc

Descriptors: exceptional child research; educational administration; administrative personnel; administrator attitudes; institutes (training programs); special classes; regular class placement; inservice education; Special Education Administration Task Simulation Game

Nineteen general education administrators with no special education training or experience, the majority of them building principals, attended a special study institute. There they participated in the SEATS (Special Education Administration Task Simulation) Game, developed by Daniel Sage for use in training special education administrators. A semantic differential test of 10 concepts depicting issues in special education (integration and coordination) was administered at the beginning and end of the institute: change in the desired direction resulted for nine of the concepts and statistically significant change for three of them. On an interview schedule given at the institute's close, a number of participants made verbal commitments to actual behavioral changes. (JD)

ABSTRACT 23570

EC 02 3570 ED 042 303
Publ. Date (70) 26p.
Lasher, Miriam G. and Others
Influences on Teaching Style in Work with Disturbed Preschoolers.
Tufts University, Medford, Massachusetts
National Institute of Mental Health (DHEW), Bethesda, Maryland
EDRS mf,hc
Paper Presented at the American Orthopsychiatric Association Annual Meeting (San Francisco, California, March 25, 1970).

Descriptors: exceptional child research; emotionally disturbed; preschool teachers; classroom observation techniques; team teaching; student teachers; teaching methods

Teaching styles of five teacher trainees and one experienced teacher were observed. Teachers worked in pairs with groups of four to five disturbed preschool children. Six 10-minute observations of each teacher were made during the year by direct observation and video tape recording. Observed actions and verbalizations of teachers and children were coded. Concerning activity level of teachers, results showed intragroup consistency and great inter-group variability. Only one teacher showed a systematic change over time. Concerning amount of teacher attention to individual children, results showed teachers tend to give attention to disruptive children and to children whose homes they visit. Only the experienced teacher showed a dominant and enduring teaching style. (MS)

ABSTRACT 23573

EC 02 3573 ED 042 306
Publ. Date Jul 70 21p.
Saettler, Herman
Students in Training Programs in the Education of Handicapped Children and Youth, 1968-1969. A Summary Report.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child research; professional education; federal aid; teacher education; personnel needs; graduate study; undergraduate study

A questionnaire was designed to determine the number of students receiving training in the education of the handicapped by level and type, and the existing pattern of training programs throughout the United States and within particular geographical regions. Of 628 questionnaires mailed to 468 different colleges and universities, about 99% usable questionnaires were returned. Results indicated that cooperative effort at the local, state, and federal levels had contributed significantly to providing education for the handicapped. Statistical tables and data are given. (JD)

ABSTRACT 23574

EC 02 3574 ED 042 307
Publ. Date Jul 70 15p.
Saettler, Herman
A Directory of Doctoral Level Training Programs in Special Education for the Handicapped--1969.
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc

Descriptors: exceptional child education; professional education; directories; doctoral programs

The directory lists doctoral training programs for special education by state and by specialized areas of handicapping conditions and training. The chairman of each program is named and his address given. (JD)

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